THE DIALOGUE OF THE CITY

Implementing a productive Citizen Participation Method for Urban Node Development, in Delft the Netherlands

CURRENT VIEWS   FUTURE VISION   PERSPECTIVES

Delft University of Technology
Master Thesis

Anne van Bergen
Delft, 2019

About the cover

This research takes the differences in world views of people as central point of attention. These world views, or subjectivities as they are named in the thesis, are abstract contrues which take form in our heads, due to our previous experiences, values and beliefs. The total of these subjectivities, then, is called the multi-subjectivity setting. These abstract images become evident during interaction: a process of framing and reframing, where people come to understand what their own interests are, what others want, and what fits the common good (Kim&Kim, 2008). The cover shows this process of the multi-subjectivity setting, whereas the different images represent the different views on Delft South station. This is done in the visual style of one of the products of this report: a communication tool for dialogue in collaborative planning (a game called "het Optiekenspel"), which puts the differences of the participants as central. In the hard copy version of this report, one can experience these different realities by looking through the cyan-red glasses, which are attached to this booklet as bookmark. When looking through the cyan glasses, the focus will be on the current views. When looking through the red glasses, the focus will be on the current views. Altogether, it will provide the perspectives. In the digital version one can experience these various realities by clicking on the three different views.

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COLOPHON

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i | PREFACE

"The Dialogue of the City" is the final product of my joint master thesis at the Delft University of Technology, for the degree of Urbanism at the faculty of Architecture, and the degree of Science Communication at the faculty of Applied Sciences. In this double degree master program I was fascinated by the topics interrelating both disciplines. So, in order to crown my master education, I decided that studying the conversation between urban planners and citizens would be the perfect to combine the knowledge from the two different masters .

The direct cause of the topic when I started exactly one year and one month ago, was the fuss around the new environmental   act coming to the Netherlands in 2021: here public participation is put central, which asks a substantial change from urban planners: communicative skills have never been more important. With my knowledge from both disciplines, urban planning and communication, I hoped to provide guidance to the planners who are in search of how to deal with this substantial change.

As at this point, public participation does not live up to its promises, although developments like the new environmental act, the face-to-face interaction with the public becomes more and more important. Advisory bodies and policy makers increasingly call upon "the need for dialogue" (Aarts, 2015). But how useful is this participation that everyone wants, if urban planners do not understand how to practice it and if it is no more than organised frustration ? This thesis tries to close the gap between the pragmatism of participation in practice (and thus its misapplication) and the idealism of the promises of dialogue.

Dialogical principles were taken as starting point and experts were consulted about dialogue in participation's functioning in practice. The generic framework which results from this, is applied in the case of the redevelopment of Delft Campus station. That is done by developing a game for the interaction between citizens and planner, which served as input for the spatial design which followed. By developing and reflecting on these three different products - the general framework, the game and the spatial design - the thesis provides practitioners with an advice how to deal with the complex conversations which they have to deal with today.

ii | ACKNOWLEDGEMENTS

iii | EXECUTIVE SUMMARY

Participatory processes have become unexceptional in Dutch planning. Due to the communicative turn in urban planning, collaborative planning moved up on the local and national government agenda: in 2021 the new environmental act will come into place, which firmly encourages participation in an early stage of the process. Within those participatory processes, face-to-face contact is currently indisputably the most used method. Practitioners believe that increasing the moments of contact is the best strategy to quickly reach consensus, even though only half of the participating citizens say that it indeed contributes to mutual trust and understanding. And although citizen participation is not something new in the Netherlands, its effectiveness leaves much to be desired (Voorberg, 2017). Despite the increase of attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively. Why and how to arrange a productive interaction with citizens is not clearly stated in literature nor known from practice. This leaves spatial planners with a large uncertainty on how to employ dialogue in daily practice. This causes the interaction during the participation process to be perceived as a black box by practitioners.

Therefore, the central question in this double degree thesis revolves around the part where public officials, planners and citizens sit together (the face-to-face interaction). It researches the gap between the ideal but rather theoretical concept of dialogue with citizens and the unruly reality of practice. It focuses on how the urban planner should manage the dilemmas of dialogue and how he/she could facilitate this interaction in an effective way, in order to let the process contribute to something constructive. It hopes to provide urban planners with a foundation for the design of a communication tool which can be used in practice. In this way, it answer to the main research question: "What should a communication tool enable, when an urban plan wants to facilitate a productive dialogue, for the purpose of the design process of urban node development, in Delft, the Netherlands?"

In this research, the Design Based Research approach is applied. This structured process enables designing for complex problems, by looking at a specific case. Because of this approach, there is a continuous interplay between theory and practice, generic and context-specific knowledge, learnings from the city and learnings from the dialogue, combining the two disciplines of Urbanism and Science Communication.

In order to answer the main research question, several steps were taken. First, a framework for dialogue was developed. This framework describes the principles of dialogue and formulates eight enablers to support that: Frames, Information provision, Transparency, Shared Language, Equality, Safety, Altruism and Openness. These enablers are detailed by the expert interviews with operationalised constructs. The framework, however, describes a perfect dialogue, while in reality often certain constraints are present. In this research, these constraints are defined for the project of Delft Campus station. The constraints are analysed by an extensive spatial analysis and stakeholder analysis.

Second, through extensive and iterative design- and test process, the

Dialogue Framework was translated into a <u>communication tool</u> for collaborative planning: het Optiekenspel. "Het Optiekenspel" is a game which facilitates an open interaction where citizen and urban planners learn from each other's realities, by means of a structured interaction. The game consists of two rounds, in which people take turns to explain what their view is on the place, in this case Delft Campus station and its surroundings. Thus, there is a focus on differences between the different people. The focus lays on the process, rather than certain outcomes: as participants speak from own experience and views, it is not so much about collaboration (the goal of the game is not to agree or decide upon something together), but more about understanding each other's views. It is therefore a joint inquiry to better understand why someone says something, a safe place to ask for clarification and encourage the one speaking to elaborate on and explain his utterances. This resulted in a respectful and open conversation where the urban planner receives many different ideas and input for a spatial design. The game facilitated the conversation, which resulted in the facilitator only needing to take part and listen, instead of steering the conversation.

Lastly, in the <u>spatial design </u>the output from the game – the comments of participants-, ambitions from the Schieoevers Definitive Development Plan and own insights and expertise are combined. The output from the game provided the researcher-planner with handles for spatial design and more legitimacy in design choices. Moreover, the tool helped to structure the gathered spatial input, as it was structured in (notes on) spatial patterns and spatialized comments on the map. However, the more detailed the spatial design became, the more that legitimacy diminished. Therefore, the process advice for the Delft Campus station project would be to organize the process as a heartbeat: repeatedly learning and informing each other.

The reflection on the totality of the research and its three products produced an advice for planners in collaborative planning. The most important point in this advice is that if you want to reach a productive dialogue, it requires an open attitude. It is important to be open to new realities and perhaps change your own reality Instead of stating your view as a reality, it is better to question your own and each other's views and to be open to feedback and new ideas. Then, the capability to collaborate emerges, as well as empathy for each other's situation, because there is a mutual understanding. By reacting to each other, hearing the other out, questioning and inquiring, social learning takes place. This process repeats itself, whereby the conversation becomes like a design process and alternates between abstract and concrete, iteratively changing the formed goods. The game enables a conversation with an open and vulnerable urban planner (and participants), where the urban planner gains legitimacy to make design choices for the redevelopment of the urban node in Delft, The Netherlands.

In the discussion of this conclusion, it is advised to take on this rather relational approach (person focus) to collaborative planning as a counterweight to the rather product focussed planning that was applied up till 2000 and the process focus of the new environmental act. In this way, the citizen is seen as companion and the conversation is used as sharpener of ideas. Lastly, the research advices to teach future planners/designers the important skills which are needed for this relational approach.

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Deliver - Dialogue

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Completion

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INTERMEZZO

"Wer klug ist, wird im Gespräch weniger an das denken, worüber er spricht, als an den, mit dem er spricht."

"He who is smart, will care in conversation less of what he is speaking about, than about the one, he is talking to"

"Wie verstandig is, zal in de conversatie minder denken aan datgene, waarover hij spreekt, dan aan degene, met wie hij spreekt."

Arthur Schopenhauer
Parerga und Paralipomena - Kleine philosophische Schriften, 21, 591 (1877)

SECTION 1 – DISCOVER DEFINE

PART A: ON ORIGIN

CONTENT PART A

To kick off, this is how the project originated. The thesis starts with the direct cause of the research on the next page: the new environmental act and follows with the motivation of the research in part A.2. Thereafter, an overview of the context is given, by presenting a short history of participation in Western-Europe and the Netherlands in part A.3. The problem field is where what goes wrong in the process of participation and the difficulties of dialogue are specified (part A.4), to conclude in the problem statement (part A.5). Thenceforth, the relevance of this thesis is elaborated and what it will contribute scientifically and societally (part A.6). Consequently, the aim of the project is stated in part A.7, resulting in a set of six research questions in part A.8. This set of research questions provides a glance into the structure of this report: the last part A.9 presents the reading guide.

A literature study and explorative interviews are used as methods to derive the problem statement, the project aim and the set of research questions, as shown in figure A.1.1.

A.1 | CITIZEN ENGAGEMENT IN 2021

In January 2021, a new environmental planning act will enter the planning system of the Netherlands, the Omgevingswet (Omgevingswetportaal, 2017). This new environmental law aims to make a more integral and flexible way of planning, by simplifying many regulations into one act. One important component in this new way of planning is the participation of all stakeholders early in the process. Participation will be urged in the environmental act in 2021. The goal of this participation is to have all knowledge available before its starting point and have all the interests accrued and create support among all stakeholders.

At the point this thesis is written, municipalities are preparing themselves for the changes to come. The environmental act asks a substantive culture change from governmental organizations, which appears not to be easy (Buitenlaar, 2016). The expectations of the participation processes are high, but can municipalities and urban planners live up to this promise?

The new environmental act is a direct cause for this thesis to look into this question, by inquiring the face-to-face interaction in participatory processes. It questions what the value is of the interaction with citizens in collaborative planning processes for the complex urban problems which we stand for today. Furthermore, strategies how urban planners should tackle these complex and difficult conversations to maximize the promises stated in the environmental act are evaluated.

This thesis will not provide a handbook for participation, but hopes to connect theory and practice in a realistic way, by designing the interaction for the case of Delft South station.

literature study   explorative interviews

Figure A.1.1 Part A methods. Source: author

A.2 | ORGANISED FRUSTRATION

As can be implied from the introduction in part A.1, the Dutch government wants to shift more focus to participation in planning processes. But, is more interaction with the public better for urban development?

> *"More contacts between citizens and government would contribute to solving complex problems, that's the idea. But that is a simplistic thought. Just as you do not solve a relationship crisis by talking more with each other, more face-to-face contacts between the government and the citizen are ill-considered."*
> (Bleijenberg, Aarts, & Renes, 2014)

Notwithstanding the sincere attempts of urban planners and city officials, participatory processes rarely go as planned (van der Specht, 2012). Participatory processes have been a predominant theme in both academic debate as practice discourse for the last decades, but urban planners are still often puzzled how to use them (Voorberg, 2017). As Forester already proclaimed in 2006:

> *"Easy to preach but difficult to practice, effective public participation in planning and public management calls for sensitivity and technique, imagination and guts."*
> (2006, p. 447)

The puzzlement of urban planners and public officials about how to handle the difficult conversation with the public is something I personally experienced during my time as an intern. During a well-attended information evening, the urban planners defended their plan. With the use of correct wording, they tried to keep the inhabitants satisfied. With all the good intentions, of course, as they wanted to talk with the citizens about the things they thought were relevant for the plan at this point.

But still, a real conversation was hard to spot. On the one hand the prejudices of the inhabitants who say that "they won't listen to us anyway" and "everything is already decided anyway", and on the other hand the cynical attitude of the urban planners and public officials that "only the sour complainers are coming", "it's just because we have to do this" and "they are only thinking about their own backyard, we are thinking about the common interest and they don't understand" (van der Specht, 2012). A lot of "they" and "we" and little incentive to have a genuine conversation.

These issues I faced during this evening were at the cutting plane of my two masters, Science Communication of Urbanism, as they were about the communicative behaviours of people when dealing with the built environment. Although I was frustrated about the inefficacy of the process, the issues sparked my interest and I wanted to know more. But most of all, I wanted to improve this complex conversation.

Although the preached promises of participation in the environmental act are considerable, the reality is more unruly. And as Innes & Booher state more fiercely:

"It is time to face facts we know, but we prefer to ignore them. Legally required methods of public participation in government decision making [...] do not work. Worse yet, these methods often antagonize the members of the public who do try to work with them. The methods often pit citizens against each other, as they feel compelled to speak of the issues in polarizing terms to get their points across"

(2004, p. 419).

In other words, participation is – how I experienced it – organised frustration. Is trying to have a productive conversation with citizens a waste of time and should governments and urban planners not even try? I would not say so. But I do not agree the claims of planners and other public officials that participation has some sort of sacred quality (Innes & Booher, 2004). Just as William Voorberg stated in his interview in Erasmus magazine, participation does not automatically leads to improvement, and now it becomes the state of art, it is time to handle things professionally (Maarse, 2017). I believe it is time to learn for what purposes we use dialogue in citizen engagement practices, with the unruly reality in mind, to work towards this 'sacred quality'. In current practices, there is too much elaboration on the preferred future which is not realistic, or even preposterous (see figure A.2.1). This topic requires an approach which focuses on reality, because if we wait until scholars agree on definitions before implementing findings in practice, little will ever happen (Putnam et al., 2004).

This research tries to look beyond the buzzwords of participation and dialogue and searches for an open, fair and transparent conversation, which fits in the daily reality of the design processes of urban planners.
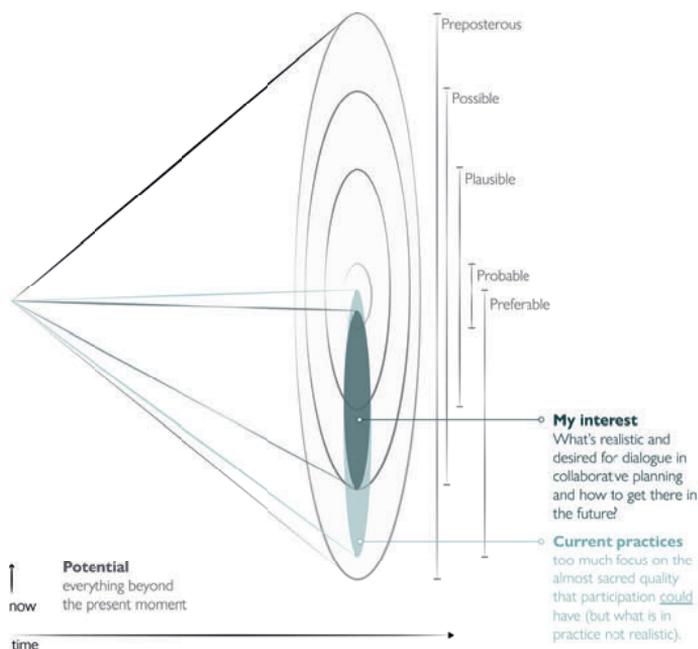
Figure A.2.1 My research motivation: instead of keep on praising the Utopia of participation what is not a likely future or even in practice impossible, I am in search of the realistic parts of this preferred future. What is realistic and desired for dialogue in collaborative practice and how will we get to this (currently not projected/predicted future). In this way, the research hopes to contribute to close the gap between the pragmatic side of practice and the idealogical views on dialogue.
Source: Author, adapted of Voros (2003)

A.3 | CURRENT CONTEXT

A.3.1   Participation in the planning practice: a short history

The obligation of participation as stated in the environmental act, is not unexpected. In the King's speech of 2013, the Dutch government 'announced' the government will steer the country towards a new trend in society: the participation society (Voorberg, 2017). In the participation society citizens must take responsibility for their own future and create their own social and financial safety, whereas the government takes a facilitating role instead of providing this. In spatial planning, public participation means that citizens could contribute to better decision making when they address the complex problems the built environment deals with today. Many academics and non-academics plea that those complex issues cannot be solved by planners and public figures alone, as many of the issues are caused by or should be solved with the public, as they have the biggest influence on actually changing the issue (Bulkeley & Mol, 2003; Lane, 2005).

However, this communicative planning paradigm has already been discussed for a longer period of time. The history of participatory processes embodies a long tradition of ideas and practices and has its roots in decades of democratic thoughts (Bartels, 2012). The Netherlands has a long planning tradition, where participation has played an important role. For a reason, because compromising and building consensus is deeply rooted in the Dutch world famous polder-model. Nonetheless, the participation we are talking about in this research, is something relatively recent (Bartels, 2012).

Prior to the 1960s, the Netherlands was known for its welfare state. Everything was organised by the government, from safety to spatial planning (Voorberg, 2017). Planning was viewed as a rational and technical discourse, executed by experts and using academic principles (Gunton & Day, 2003). Also viewed as blueprint planning, this planning movement derived from the dramatic issues at that time which had to deal with rapid urbanisation, industrialisation and urban reconstruction after World War II. Blueprint planning contained no involvement of the public whatsoever, as it was based on the claim that science was all-knowing and the planner omnipotent (Lane, 2005).

This form of planning received its first forms of critique in the late 60s in Western Europe. Here, synoptic planning took its stage (Lane, 2005). The technocratic model of blueprint planning was designed to a secondary status and democratic decision making of values and goals took the lead (Gunton & Day, 2003). Although this sort of planning also had rational and quantitative analysis as starting point, it made the first notions to consultation of the public as a systematic process (Lane, 2005). But it was already in 1969 that Arnstein ranked the different used strategies of citizen participation with her famous 'ladder of participation' on how much power the citizen actually had in the process (Arnstein, 1969).

As a result, advocacy planning came into place. This demanded planners to act as mediators to help stakeholders resolve conflicts and aspire to reach a solution that fits all stakeholders, rather than a winner-takes-it-all approach (Gunton & Day, 2003).

Another relationship with the citizen had to be possible: collaborative planning (Gunton & Day, 2003). From the mid 80's, there was more attention for the deliberative democracy. Deliberative democracy is about discussing decisions with the people, not just simply voting for representatives, and they are in charge of it. Examples are referenda and polls. Where advocacy planning was more about voting and bargaining, this was about finding a solution together as at the heart of the democratic process (van der Specht, 2012).

The Netherlands joint this paradigm shift around the 2000s, as citizens were involved in the decision-making to a greater extent and took matters into their own hands (WWR, 2012). But also in other Western countries participatory polices were implemented more widespread and with higher ambitions (Bartels, 2012). In the Netherlands, it became an essential aspect of their integral policy making for social cohesion and inclusion, economic competitiveness, and physical regeneration (Bartels, 2012). In the last 15 to 20 years, one can see a new focus in plan making: the goal is not only to solve problems in the neighbourhood, but the citizens themselves are seen as responsible for co-producing these plans. By doing this, plan makers design integral policies by making use of the local knowledge (van der Specht, 2012). Participatory processes have become unexceptional in Dutch planning, as after the communicative turn, collaborative planning took an prioritized place on the agenda, from local to national government (Kamaci, 2014).

Figure A.3.1: Development of governance style and collaborative planning methods in the Netherlands. At first, there was the idea of the caring state and thus top-down planning. It did not contain any form of collaboration with the public. Thereafter, the privatisation of the government took place, which was partly the cause of a more bargaining approach with the public. In the last 15 to 20 years, the participation society took its stage, where citizens should take matters more into their own hands. Causing citizens to have more influence in the planmaking, but also raises questions about the role and responsibility of the government in planmaking.
Source: Erasmusmagazine, drawn by Bas van der Schot (2017)

A.3.2　Current practices in participation

So actually, the participation society is already in place, or at least theoretically spoken about, since the nineties. Rightly so, Voorberg raises the question in his report: "until which extent the attention for citizen participation should be labelled as a new paradigm shift or as a continuation of an ongoing transition" (2017). What was stated cautiously by the first Balkende cabinet in 2005 (stated from social values) and later more fiercely by Rutte in 2013 (for budgeting reasons) to name the ongoing development as the end of the welfare state? This was caused by the financial crisis which was a window of opportunity to launch the participation society publicly. As the participation society also contained more decentralization and more withdrawal of the governmental interference, it also meant cutting costs (van Twist, Chin-A-Fat, Scherpenisse, & van der Steen, 2014).

Another new aspect for planning in this paradigm shift that the King announced in 2013 and in the environmental act, is that since then, the active citizen is let free if he/she wants to develop ideas on its own, without having the bureaucratic troubles. What is more, there may even be budget at hand to effectuate the plan. These can be labelled as bottom-up initiatives, but also when we look at top-down practices, it is nowadays rather exception than rule to exclude inhabitants from the decision-making process. More and more, citizens are involved in plan making of the government (Voorberg, 2017).

But because of the reasons this announcement of participation society is built on, there is also a lot of criticism to the development of the participation society. As it is a combination of financially driven motives, ideologically controversial and not used for the right means (van Twist et al., 2014). If the government chooses this form of urban planning as the standard, it may be even cause more segregation and exclusion than normal planning, as not all types of citizens can participate in the process (Voorberg, 2017) (more explanation about this statement in the next part A.4). It is everything but based on a more and open decision-making (van Twist et al., 2014; Voorberg, 2017).

The way the participation society is put into place now, it would also deal with the complex questions of contemporary planning such as dealing with climate change hazards (van der Specht, 2012), which need, rather than small neighbourhood participation, an integral approach. In order to deliver this integral approach, new governance arrangements have to be explored (van der Specht, 2012).

And here the unruly reality appears, public officials do not know how to translate the complex problems into language where everybody can join and the plan making becomes rather a deliver and defend than an inquiry to ideas (Sehested, 2009). Nonetheless, participatory practices keep an almost sacred quality to them (Innes & Booher, 2004). Desired or not, obliged participation will be put into place with the environmental act and that sets us for a set of new challenges to tackle.

In short, participation is the new norm. Citizen engagement and collaborative planning are impossible to ignore in modern decision-making in the Netherlands (WWR, 2012). And within the participatory processes, face-to-face interaction appears three times in the top three of the most used methods (public consultation nights, theme meetings, city dialogues)(Bos, 2014). And even if some planners still do not believe in the transformative power of dialogue, the trend of citizen engagement will be formalized by law by 2021: the new Dutch planning act will provide legal obligation to include citizen participation in the decision making process.

Many recommendations of advisory bodies about the participation society state that an intensification of contact between citizen and government is needed (WWR, 2012). A presumption is that with more dialogue, reaching consensus on how to approach problems is accelerated and it would increase the involvement of citizens. In these advices, however, it does not become clear why or how this interaction should take place to actually go towards better solutions and mutual trust (Bleijenberg et al., 2014). Only half of the participating citizens say that it indeed contributes to mutual trust and understanding (de Jong, Boon, & Pröpper, 2012).

If everyone agrees on having more participation, how useful is it if urban planners do not understand how to exploit that? Despite their earnest efforts, the effectiveness of participation leaves much to be desired (Maarse, 2017). There is a gap between the rather theoretical idealism how the dialogue with citizens must be engaged and the unruly reality in practice, where the professional stands for many dilemmas when having to execute this complex conversations. This leaves spatial planners with a great uncertainty on how to employ dialogue in their daily practice (Bleijenberg et al., 2014). The interaction itself during the participation process is perceived as a black box: an activity that professionals cannot really prepare for, have to work from gut feeling and experience, and at most hope for the best (Bleijenberg, 2014).

A.4 | PROBLEM FIELD

A.4.1   Problems of participation: organised frustration

As previous paragraphs show, participation is a prominent aspect of (future) Dutch plan-making because its proclaimed benefits of making better plans and strengthen the public's support and involvement. Nonetheless, participation is also notorious for having many (normative) problems and consequences which lead to failure of its original objective. In this paragraph, the most relevant ones for this research are described.

Participation is not necessarily creating sustainable solutions in urban development. Which means, when having a participatory process, the agreements which are settled upon are important for the people at that point, but they may outgrow the solution. As Voorberg gave the example on a playground in Slovakia: in a participatory process, inhabitants decided to build a playground on an empty piece of land. The municipality agreed, with the terms that they would maintain the playground themselves. Which they did for some years, but after their children grew up and did not use the playground anymore, the playground came in total decay (Maarse, 2017). This is of course more likely to happen in homogeneous neighbourhoods, but it does show that participatory processes do not withstand short term thinking.

Likewise, participation compromises radically new ideas and fundamental change (Forester, 1987). Because it seeks a common goal as it is often directed at finding consensus, innovative ideas may not seem attractive enough to everyone to agree upon, which makes generating fundamental change burdensome.

Participation may not always be the right choice to help in the complexity of planning. It may make the process only more complex or will not help solve the problems. Sustainability challenges such as circular development need direction to lead them with an integral approach or to make a start (van Twist et al., 2014). But that is mostly done by experts. That makes participation not always relevant to the types of problems the urban planners have to deal with. Despite that fact, the new environmental act still prescribes participation in an early stage of the planning process. Choosing the topics where to participate about is therefore vital for its usefulness.

Among the participation critics, is also the notion of segregation. While participation should make the decision-making process more democratic, many scholars claim that in the current form it actually causes more segregation (Uitermark, 2012; van Twist et al., 2014; Voorberg, 2017). The process triggers the active citizen, the ones who have the time, wealth and intellect to meddle themselves in the discussion, but is not very accessible for the citizens who do not have the capacity and resources. This results in the fact that the ones who can afford joining in the process, will harvest the benefits, but for the others which are often already the marginalized, no one has spoken.

The segregation is worsened by the communication techniques of municipalities, which are not skilled in using them to the fullest. Not enough effort is made or they do not know how to reach everyone: the issue

of inclusion (Uitermark, 2012). This causes that only the equipped part of society gets the message and is attracted to it. Together, this makes it impossible for the participation process to include everyone.

What is more, participation is regrettably often used as 'window dressing' (Arnstein, 1969; Murray, Tshabangu, & Erlank, 2010). When municipalities see participation as a tick in the box or, even worse, as a trajectory which make it seem as if the system is more democratic but the plans are already set, they are not organizing public participation for productive reasons. When citizens find out about these wrong intentions and feel like they have been fooled, there will only be less trust in the governance, while participation trajectories should store trust in authorities (Innes & Booher, 2004).

The other way around, municipalities often organize participation with the right intentions, but the outcomes of the organized participatory nights do not bring change for multiple reasons: firstly, when citizens are involved too late in the policy preparations, there is actually too little flexibility in the plan to be able to participate in anything. Participants ultimately have had very little influence on the final decision (Helden, Dekker, Dorst, & Govers-Vreeburg, 2009, p. 20). Moreover, it appears that while the municipality organizes citizen participation, it (seemingly) ignores the input of citizens (Bleijenberg, 2014). Or, there are examples of municipalities that seem to listen to citizens, but never make themselves heard again afterwards. In this case, there is hardly any feedback and participants feel like their contribution was for nothing.

This selection of seven problems of participation, underlines that participation is regularly used inaccurately or not used for the right objectives, such as providing a more democratic way of decision-making nor getting to better and more sustainable solutions.

A.4.2   Difficulties of dialogue
The before mentioned reasons for problems with participation were mostly problems occurring before the participatory process itself (in setting goals and reasons), but also the face-to-face interaction itself is problematic, partly as a result of the preparation.

Figure A.4.1: Calvin and Hobbes. "Watterson uses Calvin, the character, as a medium to cynically criticize the political participation of individuals in society": citizens may speak from own perspective, prioritizing own goods over common. Source: Pandeia.eu (2014)
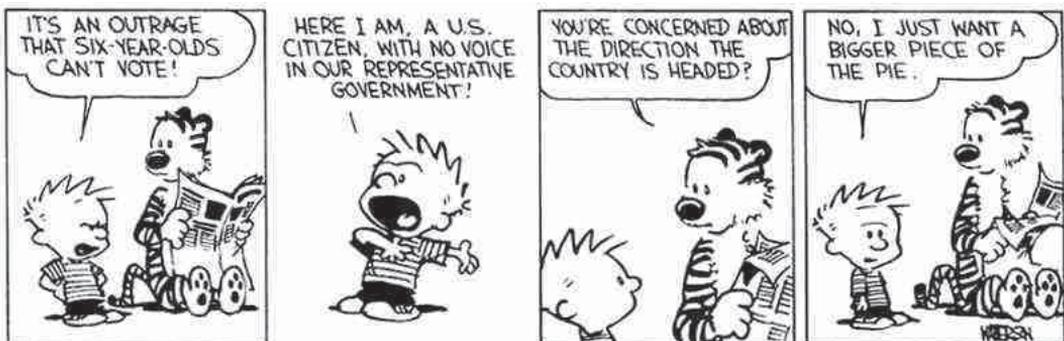
The interaction, when not organized satisfactory, may lead to prioritizing own goods over common goods. If citizen participation is seen as the goal to give citizens control over their own physical environment, then the limits of that control have to be stated explicitly. The control of the one may not be at the expense of the other's control. But more importantly, there are shared public interests that are more important than the interests of the individual citizen. Giving the right to citizens to decide for themselves requires a clear statement what a government is required for. In case of citizen participation one must be vigilant that the common good or the priorities of others are not lost, but you indicate sharply to where that self-determination goes (Wim Derksen, n.d.). Creating an environment where it is not for the individual but for the common interest, is where most dialogues fail (as the comic in figure A.4.1, on the previous page).

Next to that, the dialogue is frequently organized in such a way, that it works often rather antagonizing than constructive (Forester, 1987; Innes & Booher, 2004; Roberts, 2002). At most, the dialogue is a two-way communication (them versus we) in a conflict of sharp oppositions. In such a dialogue there is no mutual ground for solving the problem jointly (van der Specht, 2012).

This antagonism is sometimes caused by a difference in understanding. Because of a difference in language (both lingual as jargon), eloquence and knowledge, only a few citizens know their way in the order of the planning dialogue. In this way, less educated or expressive citizens will again be marginalized. Above that, when the less eloquent citizens feel that this marginalization takes place, they feel compelled to speak of the issues in polarizing terms to get their points across (Innes & Booher, 2004). Just like the example in Amsterdam South-East, where now a participation protest is set in place, because they did not feel heard and they perceived the process as decided by an unrepresentative group of the neighbourhood:

"You can say that a group of residents does not speak the language of participation, but according to Stapper it is the other way around: 'The big problem is that the language of the neighbourhood is not spoken in this type of participation process, so that residents feel misunderstood and the process crashes."

(Baggerman, 2018)(translated)

Dialogue organizers are not capable of translating the decision-making process into a language that is understandable for everyone to participate in, while the implicit knowledge of the less eloquent citizens is just as valuable. When participants differ from each other in knowledge, involvement or interests, there is a risk of exclusion during the participatory session (Bleijenberg et al., 2014).

Which is as such not strange, as planners are not educated with the right communication skills. Active listening, leading conversations and letting everyone speak are not the competencies an urban planner is equipped with during their education (Sehested, 2009; van Twist et al., 2014). This shifted role was already discussed in the 1970s, but is still absent in practice. The emphasis is there, but in practice the skill needs to be improved.

A.5 | PROBLEM STATEMENT

Participatory processes have become routine in Dutch planning. After the communicative turn in urban planning, collaborative planning moved up from the local to national government agenda. And although citizen participation is not something new in the Netherlands, its effectiveness leaves much to be desired (Voorberg, 2017). This thesis looks at the participation problem and zooms in at the part where public officials, planners and citizens sit together as a starting point (the face-to-face interaction). It researches the gap between the ideal but rather theoretical dialogue with citizens and the unruly reality of practice. Increasing the moments of contact is the best strategy to quickly reach consensus, practitioners believe (Bleijenberg et al., 2014). Even though only half of the participating citizens say that it indeed contributes to mutual trust and understanding. Despite the increase of attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively (Bleijenberg, 2014). Why and how to arrange a productive interaction with citizens is not clearly stated in literature neither does practice have its methods. This leaves spatial planners with a great uncertainty how to employ dialogue in daily practice. The interaction during the participation process is perceived as a black box by practitioners (Bleijenberg, 2014).

But even before the dialogue is started, there are already problems with its objective, as the mean of participation has become a goal in itself to many. The citizen has to be involved in planning, but participation in itself is not useful by definition (Voorberg, 2017). Above that, governments do participation because they have to, but do not necessarily want to have more opinions or ideas. Beneficial outcomes or what the dialogue contributes to the product outcomes are not clear for all participants in the process, as also Innes and Booher stated: *"Neither planning professional nor the academic community has a clear idea of what they should expect from consensus building." (p. 413, 2007)*

At most, it is a two-way interaction, instead of working towards innovative ideas and agreements, which leads towards a more coherent and responsive planning system (Innes & Booher, 2004): participation lacks quality.

PARTICIPATION LACKS QUALITY
used for the wrong objective, beneficial outcomes are unclear

Looking at the dialogue itself, it is not equal as a result of difference in knowledge and power (informed and empowered), parties do not speak the same language, they do not listen to each other nor hear each other out respectfully. They do not work towards a shared goal and the content is not well managed. The dialogue is not constructive.

DIALOGUE IS NOT CONSTRUCTIVE
not equal, difference in knowledge, no listening

The urban planner is not equipped with the right expertise to facilitate the dialogue and neither have the collaborative skills (Sehested, 2009). In short, urban planners do not know why they should and how they can steer the dialogue in such a way, that they utilize the power of dialogue (Innes & Booher, 2003; Roberts, 2002): the urban planner is not competent in facilitating a productive dialogue.

URBAN PLANNER IS NOT COMPETENT
in facilitating the conversation: interaction is perceived as black box and lack communicative skills

All in all, participatory processes in the Netherlands do not work towards a productive dialogue, but are more likely to lead to organized frustration for both citizens and planners and public officials.

A.6 | SOCIETAL AND SCIENTIFIC RELEVANCE

Image A.6.1 About the naivity of the NOV and the critical essay of the Social and Cultural plan bureau on the environmental law.
Source: Ruimtevolk

Figure A.6.2 Webpage article about the escalating participation at Amsterdam (the K-buurt). Citizens do not agree with the method of and involvement in participation.
Source: Stadszaken (2018)

Figure A.6.3 Webpage article on the haziness of the upcoming NIVO and how to handle the communication around participation.
Source: Logeion; organization for communication professionals (2018)

Figure A.6.4 Documentary on phantom participation and how the citizens of Zwaagdijk-West are misled in the participation.
Source: De Slag om Nederland (2012)

Image A.6.5 Article on report on NOVI test projects: problematic culture change within the municipalites and obstacles with participation are currently threats for the success of the NOVI.
Source: Binnenlandsbestuur (2016)

Figure A.6.6 Webpage article about the wrong usage of participation and call to handle it better, by Wiliam Voorberg .
Source: Erasmusmagazine (2017)

With the arrival of the new Omgevingswet, there is an incentive to improve: in this policy, participation is obliged in all stages of the planning process. The form, however, is let free, which causes practitioners to be sceptical and afraid of (intended and unintended) naïve use of participation and dialogue. I see this development as an opportunity to evolve a realistic way of collaboration between government, urban planner, citizens and private parties to have a true dialogue. Many municipalities are already experimenting with new forms of collaboration and first lessons are learned. But as the first lessons are learned, the first critic on the NIVO is stated (figure A.6.1). Municipalities are not ready for the culture change and the participation methods are not professional enough equipped. Moreover, as seen in the example of Amsterdamse Bijlmer (figure A.6.2), urban planners do not speak the language of the inhabitant, neither are they equipped to facilitate such a participatory process.

Besides the Dutch legislation transformation, participatory practices are also getting more attention world-wide. In the New Urban Agenda participatory processes and civic engagement are highly promoted. It would foster social cohesion, inclusion and safety in both peaceful as pluralistic societies (UN-Habitat, 2017). When aiming for democratic cities, urban planning should encompass a critical engagement of inhabitants (UN-Habitat, 2018).

Unless participation is a widely discussed topic, most literature on including citizens and communication in urban planning, is about how to get them to the table (inclusive communication strategies), but there is less knowledge on how to include them when they are at the table, in the interaction itself. Despite the increase of attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively. As van der Specht also argues in the conclusion of his research, that "we have to look very systematically at the design of these processes" (2012, p. 213). Likewise Bartels states that there is currently a lot of resources wasted, by not focussing enough on the process through which urban planners communicate (Bartels, 2012).

From the little research which puts the interaction as the central question (Bartels, 2012; Bleijenberg et al., 2014; van der Specht, 2012) some interesting notions come across. The dominant communication patterns cause interactions to be little productive and the setting does not inspire people to contribute to a productive setting (Bleijenberg et al., 2014). Some scholars have written about the interaction between government, citizen and urban planner. Those academic contributions, however, consisted mostly of case studies, which means reviewing and observing cases. This study contributes by taking the insights gleaned from those studies and actively engaging with the subject; trying to learn through enacting change and performing interventions (by the means of a communication tool). This thesis will create a tool which is context specific, but also hopes to create a useful methodology for designing other dialogues in participatory processes.

ARTIKELEN 13 APRIL 2018 • JUDITH LEKKERKERKER

DELEN ↗

De inrichting van onze ruimte is geen 'pretpong'

Het Sociaal en Cultureel Planbureau waarschuwt voor naïviteit in omgevingsbeleid. De politiek en de vakwereld lijken in slaap gesukkeld.

Kort geleden werd de Omgevingswet met een ruime meerderheid door de Eerste Kamer aangenomen. Op het eerste gezicht lijkt dit niet verwonderlijk, aangezien er niet veel instaat dat direct aanstoot kan geven. Het is immers een raamwet en geen in detail uitgewerkt wettelijk kader voor de ontwikkeling van onze leefomgeving. Het zou wel verwonderlijk moeten zijn. Recent publiceerde het Sociaal en Cultureel Planbureau (SCP) – op verzoek van het ministerie van Infrastructuur en Milieu – een kritisch essay over de Omgevingswet. Kritiek die het best samengevat kan worden als dat het SCP waarschuwt voor naïviteit in omgevingsbeleid: "De inrichting van onze omgeving is geen 'pretpong'."

Omgevingswet? Doe jij de communicatie even?

4 september 2018 - door Eric Vink -

💬 0 reacties

Vlak voor de zomer organiseerde Logeion het webinar 'Omgevingswet: communicatie en participatie'. Dat deze wet grote veranderingen met zich meebrengt, weet iedereen inmiddels. Maar wat 'anders werken' onder de nieuwe wet vanaf 2021 precies inhoudt, is minder duidelijk. Zeker als het over de rol van communicatie gaat. Samen met Kristel Lammers (Aan de slag met de Omgevingswet) en Lotte Hoek (gemeente Rotterdam) mocht ik vragen van kijkers beantwoorden. Het liep behoorlijk storm. We kregen veel meer vragen binnen dan we in het webinar van een uur aankonden. De implementatie nu en de uitvoering van de wet straks, brengt grote communicatieve opgaven en kansen met zich mee. Maar hoe pak je het aan? We kregen drie soorten vragen.

Allereerst vragen over hoe communicatie moet bijdragen aan participatie volgens de Omgevingswet. Dat is een goed

WEINIG OPTIMISME CULTUURVERANDERING OMGEVINGSWET

Saskia Buitelaar • 26 jan 2018 💬 6 reacties

De cultuurverandering die nodig is voor werken met een integrale omgevingsvisie gaat niet snel genoeg, het participatieproces is een worsteling en langetermijnvisies botsen met actuele lokale opgaven. Dat blijkt uit de analyse van een pilot omgevingsvisie in opdracht van het ministerie van Infrastructuur en Milieu.

Hindernissen

In opdracht van het ministerie begeleidt de Beroepsvereniging van Stedebouwkundigen en Planologen (BNSP) negen pilotgemeenten die experimenteren met de omgevingsvisie, een van de nieuwe instrumenten uit de Omgevingswet. In een maandag openbaar gemaakte rapportage zijn de ervaringen gebundeld. De experimenten laten zien dat het werken in de geest van de Omgevingswet veel hindernissen kent.

Worsteling met participatie

In de rapportage van BNSP wordt ook de worsteling met participatie beschreven. 'Wie wel en wie (nog) niet gevraagd wordt om te participeren (en waarom niet), blijkt een voortdurende vraag. Dat geldt ook voor de toegankelijkheid van lopende participatieprocessen voor nieuwe toetreders. De mate waarin een representatieve afspiegeling van de bevolking noodzakelijk is voor een zorgvuldig en productief participatieproces is een worsteling. Dat geldt ook voor het (beter) betrekken van 'atypische groepen', zoals jongeren, lager opgeleiden en allochtone Nederlanders."

ACHTERGROND
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Home › Ruimte › Werklocaties ›
Staking in de participatiesamenleving

1 oktober 2018 17:18

Foto: Bewoners van Hart voor de K-buurt protesteren. Foto: Michiel Wijn

Staking in de participatiesamenleving

Bewoners van de K-Buurt zijn participatiemoe

Na agenten en leraren is het de beurt aan de participerende burger: de participatiesamenleving staakt. Bewoners uit de K Buurt in de Amsteldamse Bijlmer vinden dat zij onvoldoende ruimte krijgen om hun eigen ideeën uit te voeren. Ze weigeren nog langer mee te participeren. 'We zijn participatiemoe'

De afgelopen jaren zetten het kabinet en lagere overheden flink in op de participatiesamenleving. 'Voor en door de burger', luidde het devies. In de K-buurt een diverse buurt in Amsterdam Zuidoost, wil een groep betrokken bewoners heel graag zelf aan de slag, maar krijgt daar naar eigen zeggen niet de ruimte voor. Nu willen zij niet langer deelnemen aan het participatieproces van de gemeente. Ze boycotten stemmingen en willen eigen plannen formuleren. De gemeente Amsterdam wil van de situatie leren en is nu op zoek naar andere participatievormen.

Participatietaal

+ programma's + De slag om Nederland

De slag om Nederland
De inspraakpoppenkast

2 FEBRUARI 2012

Inwoners van Zwaagdijk vrezen kwamen met een alternatief voor het uitbreidingsplan van een provinciale hoofdweg. Maar de provincie vindt er niet aan. Inspraak blijkt een wassen neus.

'De participatiesamenleving leidt tot groeiende ongelijkheid'

Lost de participatiesamenleving haar belofte in dat iedere burger mag meepraten en meedoen? Bestuurskundige William Voorberg denkt van niet: "Het zijn steevast dezelfde mensen die aan de slag gaan met dit soort burgerinitiatieven."

VADERTJE STAAT   PRIVATISERING OVERHEID   PARTICIPATIE-SAMENLEVING

Bart van der Schoot

👤 Geert Haazet 05-12-2017 leestijd: < 1 minuut

f 🐦 📱

H et is vier jaar geleden dat Koning Willem Alexander de participatiesamenleving inluidde. Burgers moesten veel meer zelf gaan doen, en niet wachten tot de overheid het voor ze regelde. Is dat gelukt? Bestuurskundige William Voorberg: 'Iedereen wil ineens aan de slag met co-creatie, zonder te weten waarom.'

A.7 | PROJECT AIM

This thesis deals with the unruly reality of participation practices, through exploring the potential of dialogue in collaborative planning but more importantly the hurdles and realities which hinder this potential in practice. Therefore, the thesis aims to provide a clear view on the purpose of dialogue. After that, it hopes to provide a guidance on future communication design of the dialogue, where this purpose is reached. How the urban planner manages the dilemmas of dialogue and how to facilitate this interaction in an effective way, in order to let the process contribute to something constructive. It aims to provide urban planners with the foundation for the design of a communication tool which can be used in practice.

The author researches this, in order to capacitate the urban planner to hold the productive dialogue - even when he maybe does not has the right skills - in order to provide him/her with the right input to legitimate design choices. Moreover, in a productive dialogue not only the urban planner should be helped, but can also empower sensitive citizens in the collaborative planning process. To give them a voice and help them formulate their wishes and ideas.

This research tries to look beyond the buzzwords of participation and dialogue and searches for a productive process of participation, where both citizen and urban planner learn from each other, and which fits in the daily reality of the design processes of urban planners.

PARTICIPATION LACKS QUALITY used for the wrong objective, beneficial outcomes are unclear	┄┄┄▶	WHY provide a clear view on the purpose of dialogue
DIALOGUE IS NOT CONSTRUCTIVE not equal, difference in knowledge, no listening	┄┄┄▶	HOW produce guidance on the design of the dialogue
URBAN PLANNER IS NOT COMPETENT in facilitating the conversation: interaction is perceived as black box and lack communicative skills		
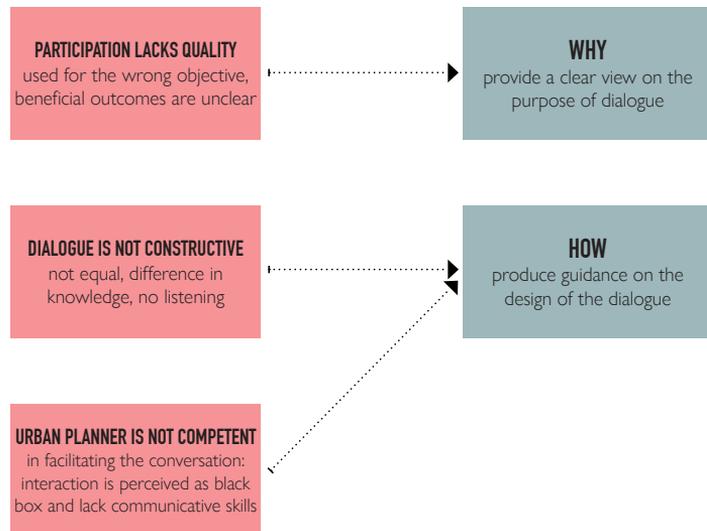
A.8 | RESEARCH QUESTION

To realize the aim to provide a clear overview on the purpose (why should we) and how a tool can realized a productive dialogue, the main research question are:

MEAN	what should a communication tool enable
AIM	when an urban planner wants to facilitate a productive dialogue
RESULT	for the purpose of the design process of urban node redevelopment
CONTEXT	in Delft, the Netherlands

Where blue is communication discipline directed, and red urbanism discipline directed.

With as research questions:

RQ1: What is a productive dialogue in collaborative planning and in which beneficial outcomes does it result?

RQ2: What are enablers for productive dialogue and how are they used in practice?

RQ3: How do context-specific factors (spatial issues and actor's interest) shape conditions for the dialogue in Delft?

RQ4: Which principles and enablers of dialogue are most important when designing the dialogue in Delft and in which desired attitude does that result?

RQ5: How can that desired attitude be shaped in a communication tool and does that facilitate a productive dialogue?

RQ6: What is the effect of the communication tool on the design process?

A.9 | READING GUIDE

As presented on the content page, this thesis has four sections, following an adjusted version from the Double Diamond from the Design Council (2015), see figure A.9.1 for a visual overview. What this Double Diamond entails and why this structure is used is explained in part C.1.2 .

The first section, focussing both on Dialogue and City aspects, is about setting a strong foundation for the research. In the diverging half, covering the past part, part A, it has dealt with the exploration of the topic: an uncovering of the problem field and leading from that the problem definition, aim and research question. In the converging half of the first section, many different methods are used to define the essence of dialogue in Delft, through part B and D (focussing on dialogue, in general) and part E and F (focussing on the spatial and collaboration context in Delft, specific). Altogether, this results in that essence: the synthesis of part G.

The second section focusses mostly on the dialogue, as here the Dialogue Game is designed, resulting from the set criteria in part G. In the diverging half the development of first prototype of the tool is done, in part H. After that in the converging half, the final prototype is delivered through test and retesting, to be found in part I.

Using the tool provided input for the third section, focussing on the City. Here, the spatial design is made. The diverging half focusses on formulating a design brief resulting from playing the game and with that a spatial vision (part J). From there, design decisions are made, in the converging half of the diamond, resulting in a spatial design (part K).

The research concludes in a reflection on the whole process and its products. By means of reflecting on the results, an answer on the research question is found (part L). Then, a discussion takes place, putting these results into perspective (part M). Lastly these different perspectives are reflected upon and how they relate to the design and project process (part N).

Every part will be introduced in the same manner, in the black box at the left page. It presents in which part of the research the part is located, indicating its place in the triple diamond shown aside. In this manner, it presents how the part contributes to the whole research and consequently, which research questions it answers. Thereafter, the introduction in the black box demonstrates how the different subparts build towards that answer. On the next page of the beginning of every part, the methods for that part are explained. Every time, they are systematically built up: what method are used, why these methods are used (their aim and outcome) and for what they deliver input, how they are used, stating the procedure they used, when this happened and how many times (if applicable), who was involved and/or where from the data were retrieved. part C gives a total overview of these methods and states in which sections of the research they can be found. Moreover, it is explained what this structure of the Double Diamond means and why this research approach is used.

First up is part B. This theoretical exploration is necessary to give definitions to the concepts where this thesis revolves around.
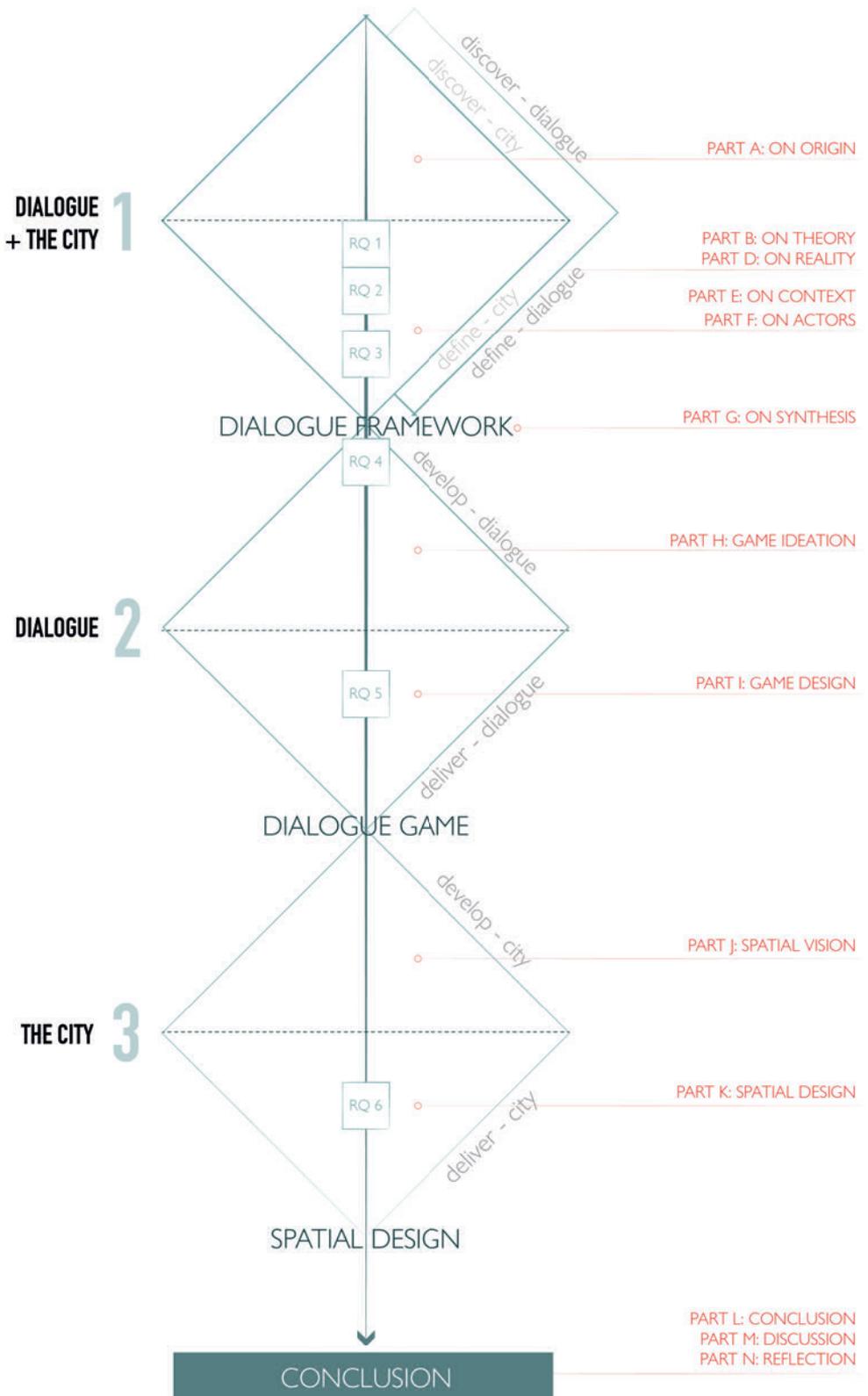
DISCOVER - DIALOGUE
DISCOVER - CITY

DIALOGUE
+ THE CITY **1**

RQ 1

RQ 2

RQ 3

DEFINE - CITY
DEFINE - DIALOGUE

DIALOGUE FRAMEWORK

RQ 4

DEVELOP - DIALOGUE

DIALOGUE **2**

RQ 5

DELIVER - DIALOGUE

DIALOGUE GAME

DEVELOP - CITY

THE CITY **3**

RQ 6

DELIVER - CITY

SPATIAL DESIGN

CONCLUSION

PART A: ON ORIGIN

PART B: ON THEORY
PART D: ON REALITY

PART E: ON CONTEXT
PART F: ON ACTORS

PART G: ON SYNTHESIS

PART H: GAME IDEATION

PART I: GAME DESIGN

PART J: SPATIAL VISION

PART K: SPATIAL DESIGN

PART L: CONCLUSION
PART M: DISCUSSION
PART N: REFLECTION

PART B: ON THEORY

As explained in the reading guide, this part will give a theoretical basis for definitions and concepts to build the rest of the thesis on. Therewith, this part answers RQ1: "What is a productive dialogue in collaborative planning and in which beneficial outcomes does it result?" from a theoretical perspective, and looks at the current barriers for productive dialogue to answer RQ2: "What are enablers for productive dialogue and how are they used in practice?"

As the aim of this research is to aid the urban planner to facilitate a productive dialogue, with the help of an communication tool, first the idea of communication has to be explored. It does this by studying the concepts of interpersonal interaction in part B.2 and reviews that in the light conversations and change theories in part B.3, to find out why these conversations are so important. Thereafter, this part hopes to find a solution for the difficulties of conversations and its potential as a powerful tool by looking at the concepts of dialogue in part B.4. Lastly, the basis for the Dialogue Framework is laid, by defining concepts as enablers for productive dialogue and mutual understanding in B.5.

| RQ 1 | RQ 2 | RQ 3 | RQ 4 | RQ 5 | RQ 6 |

B.1 | METHODS

what
why
This part is devoted to the method literature study. used to build the theoretical framework which serves as important basis for the rest of the thesis. The literature study uses the problem statement and research question from the explorative literature study and explorative interviews in the previous part as a starting point, as those delivered the main concepts for this thesis. The aim of this method is to gain an understanding of the current theoretical debate on conversations (B.2), as a powerful tool of change (B.3) and the definition and reason for conversations in spatial planning (B.4). Lastly, there is a theoretical exploration on what could enable productive dialogue (B.5). Herewith this part will build up a theoretical framework which serves as important body of the rest of the research.

for
what
Together with the definition of productive dialogue in collaborative planning, why this important and its enablers, this part will serve as main input for interview guide for the expert interviews in the next part, part D, as well as where to focus on during the dialogue observations, see figure B.1.3 .

how
This method, literature study, is applied by means of snowballing. By taking advices from the explorative interviews in the beginning phase of the research, the research took as a starting point the work on dialogue of authors as Bohm, Habermas and Isaacs, in the field of sociology. And for collaborative planning of writers as Arnstein, Innes & Booher, Forester and Healey, in the fields of spatial- and environmental planning. The results of this are represented in part B.4. Secondly, representing part B.2, communication theory was consulted to gain a deeper understanding about the underlaying theories of conversations (which therefore comes earlier in this report then the previous step). Theory informing this step comes from social sciences, the basis of communication, studying main authors like Aarts, Ford and Kahneman. Therewith, the notion of conversation as powerful mechanism for change came about, which formed the basis for a new round of snowballing in order to understand this concept. This is done with the use of literature from mostly the spatial- and environmental planning discipline and change management. Main authors are Aarts, Geels & Schot and Kim & Kim. Lastly, enablers for productive interaction were selected within the previous found literature and additions were found, again by means of snowballing .

where
from
Using the snowballing methodology, most papers and papers were found in the Delft University of Technology library, as well as Google Scholar and Scopus. Most cited (relevant) and advised literature was taken as tentative starting point. For the understanding of communication (for part B.2), mostly literature handed throughout the Science Communication master was used, and the previous explained process was repeated .
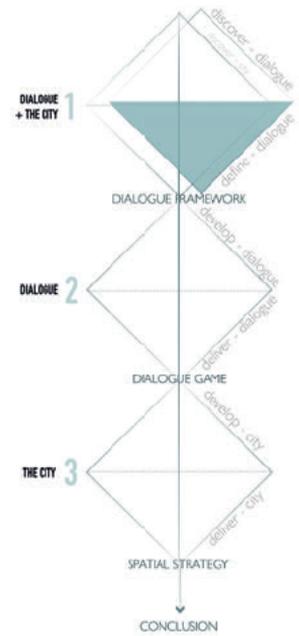
Figure B.1.1 Part B is in the define step of the first phase of the double diamond, on the dialogue side.
Source: author

literature study

Figure B.1.2 Part B methods.
Source: author
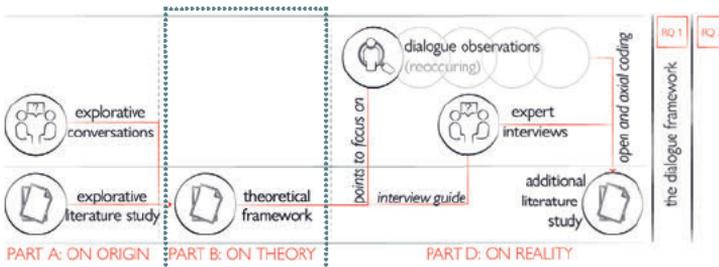
Figure B.1.3 The explorative basis for the research, Part B, the theoretical framework and definitions of main concepts of the research, serve as basis for Part D, where the daily reality is investigated. Together, they result in the generic dialogue framework and answer RQ 1 and 2.
Source: author

B.2 | PERSPECTIVE ON INTERACTION

As stated in part A, the origin of the research, are urban planners having difficulties to understand the public in face to face interaction in collaborative planning processes. It questioned their communicative capacity and formulated the challenge of the research to aid them to improve their communicative skills. Because it is not odd that these communicative skills are lacking: communication and the dynamic interaction between humans is a complex and an easily overestimated task . Therefore this subpart looks into the basis model of communication (as sender-receiver and its information loss)in B.2.1 and how people construe their messages which is a result of their views of reality in B.2.2. In this way, it explains in B.2.3 the multiple realities we live (called the multi-subjectivity setting) where interaction takes place. Thereafter, in B.2.4, there will be explained that people are mostly focussed on their own view - as everyone sees the world in its own view - which causes self-referentiality (confirmation of own thoughts), which makes communication between different stakeholders difficult. On that the last subpart B.2.5 focuses on: the problem of polarisation . Which as a conclusive statement raises the question, how we can make sense of the world together.

B.2.1   The essence of communication and information loss

Firstly, to look into the basic model of communication: the difficulties of a productive interaction and mutual understanding can be found in the essentials of communication, as inadequate communication hinders effective interaction between people (Adler & Towne, 1978). The basic model of communication states that in the interaction between humans there is a sender and receiver and they are transferring messages using channels and with the use of a certain code. Communication then starts with the sender, who wishes to transfer a mental image to another person. That mental image is translated into symbols: in verbal language or through other channels (telephone, printed, et cetera) but channels are also touch, gestures, et cetera. The receiver tries to interpret, or decode, this message with its symbols back into a mental image that makes sense to them.

Figure B.2.1: Shannon-Weaver's model of communication. Source: Shannon-Weaver (1948)
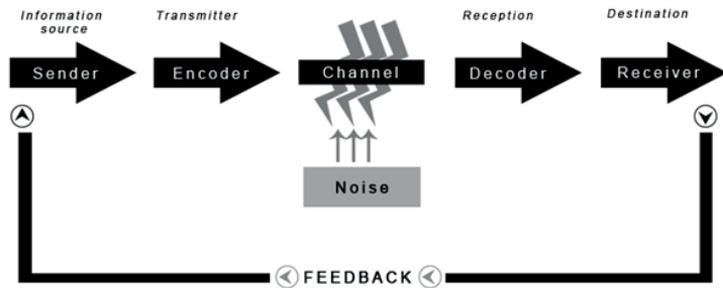
SHANNON-WEAVER'S MODEL OF COMMUNICATION

In this way, communication is a constant exchange of information, via sending and receiving, encoding the different used symbols, people exchange their mental models. Following that logic, conversations are through communication forms, which is a process in which we construct reality, but are also a product of reality (Ford, 1999). The interaction in which communication takes place forms and is produced by ones mental model:

> *"What we construct when we construct reality are linguistic products, i.e. conversations, that are interconnected with other linguistic products to form an intertextuality of conversations. Our realities exist in the words, phrases, and sentences that have been combined to create descriptions, reports, explanations, understandings etc., that in turn create what is described, reported, explained, understood, etc. When we describe, we create what is being described in the description. Whether the characterization is taken for granted or is a basis for argument, we have nevertheless created the objects and their properties in our conversations (Winograd and Flores, 1987)."*

(Ford, 1999, p. 485)

In the before described communication scheme – which is a rather linear model of communication, also shown in figure B.2.1 - symbols would have the same meaning for everyone and all messages would be encoded as intended. In this sending, receiving and encoding, however, information gets lost and/or is not well translated. This is a result of "noise". Noise can be caused by many different factors. Actual noise, but also linguistic influences on the message, each communicator's as well as current state (mood, emotion), as explained in the transactional model of communication of Rodzalan & Saat (Rodzalan & Saat, 2012). Information gets rejected, gets lost and/or is not well translated (Littlejohn & Foss, 2009, p. 399).

B.2.2   Seeing reality with eyes of the past
But that is not the only thing that influences the way people encode a message. People see reality with eyes of the past: there are context factors,
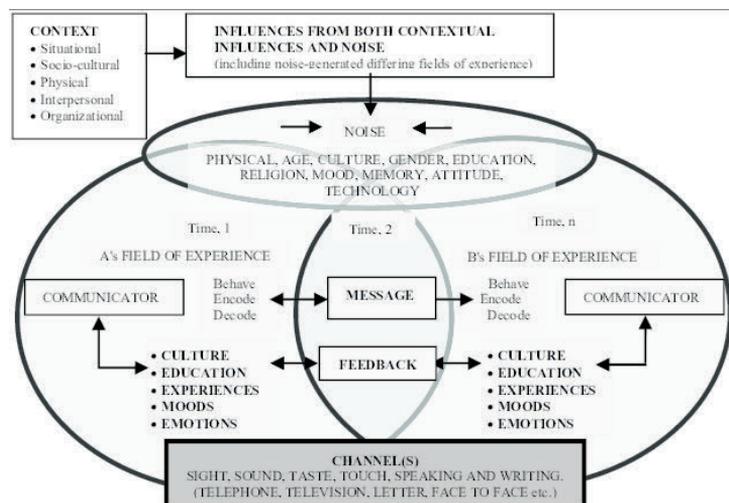
Figure B2.2: A transactional model of communication. Source: Rodzalan & Saat (2012), adapted and modified from Wood (2006) and Adler & Towne (1996)

personal factors of history and the now (cultural, education, experiences, mood and emotions), which influence how people send and receive messages (Rodzalan & Saat, 2012). Then, one's reality and meaning can be only be understood in context, and that context is different for every person. Which also means that every individual processes information in different ways and every message a person receives is confronted with a different receiving context and thus different interpretation (Luhman, 1995).

Then, how we interpret our daily reality and we do that all in our own way, can cause "conflicting interpretations of the past, serving the legitimate a particular understanding of the present, are put to use in a battle over what is to come " (Massey, 1995, p. 185): differences in understanding of what is past and present reality, puts us in argument whether what should happen in the future. Something what happens in conversation is participatory processes: different world views of participants, urban planners, city officials and developers, which all have a different view, caused by their own context and frame of reference, about what should happen in the future.

What is more, reasoning from the fact that personal realities are shaped through their previous experience, conversations are never stand-alone actions: it is not a separate moment in time. Previous conversations shaped the current realities, but also have participants their history together, or not together, about the place, about participation or about interaction in general. Thus, conversations must not be studied as isolated events, but from a total overview, as also Bleijenberg illustrated in figure B.2.3 (Bleijenberg, 2014).

And other way around: the outcome of conversations are processed differently, not only directly but also later, when participants make sense of what is said in their minds or in conversations with others. They received information only partly or deliberately hold information out. (Luhman, 1995). As Bosschaart describes it:

Figure B.2.3 Perspective on interaction.
Source: Adapted from Bleijenberg (2014)
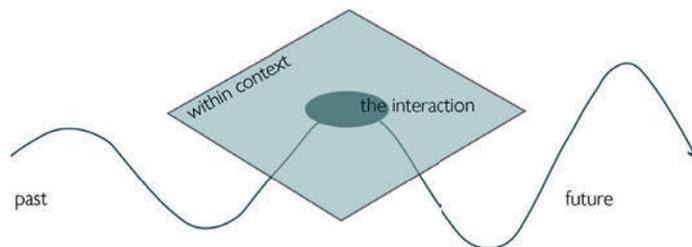
"Thus, what is communicated in conversations, has to go through an enormous system of different receptors, each tweaking the original message as the resulting of inevitable selectivity of framing"

(2018, p. 58)

As also depicted in his image in figure B.2.4, that means that the jointly framed reality at the end of the meeting, does not necessarily is the beginning of the next meeting, as everyone processes and makes sense of the exchanged information in a different way.

B.2.3   Self-referentiality

Because everyone has its own perception of truth, differences exist, which is in essence something good. But next to these differences, people also have the tendency to think from their own perspective, which is called self-preferentiality: the natural tendency to see the environment from a completely personal idea of what is important and what is not. Without noticing it and through which we always reproduce our own view of things (Luhman, 1995) Luhman based that on the biological principle of Maturan and Varela: "all living systems – including the cells that comprise our bodies, individual persons, and also organisations like our university or any social network – have a very strong inclination to reproduce themselves in forms varying from offspring, to identities, opinions, and ideas" (Aarts, 2015).

Society consists, in principle of those closed systems that are focused on their own survival and own ideas: it is a strategic selection of information and referral or own social system. So the perception of environment is thus determined by systems internal logic   . In short: we feel comfortable with what we know: "things that look alike".

Governments function as these self-referential social systems as well: what happens in society tends to make sense to them only insofar as it fits into their rules and policies (Aarts, 2015) Citizens do this as well, as their

Figure B.2.4 Start of new meeting ≠ end of previous meeting: The relation between informal and formal conversation in evolutionary perspective.
Source: Bosschaart, (2018)
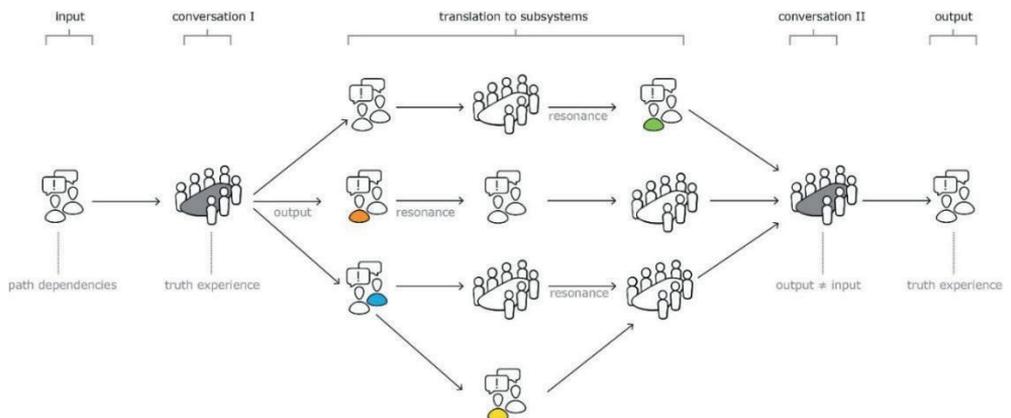
constructed realities serve to reinforce their own point of views on (new) plans and changes, as is shown in the problem field of this thesis (part A.4). Concluding: individuals are likely to favour their own judgments and devalue the judgments that contradict their own (Rosenberg, 2007). But having a constructive conversation with two or more individuals that prefer their own referential social system and reality, then becomes difficult.

On itself, the multi-subjectivity setting and people's self-referentiality is not a problem. In fact, that is even good because that creates diversity. However, above suggests that "in a deliberative setting, people are unlikely to exhibit the critical self-reflection or the other-oriented reasonableness the normative theory requires"(Rosenberg, 2007)

We feel comfortable with people who agree with us and we tend to talk to like-minded people, which causes rather confirmation and polarisation than understanding and change (Aarts, 2015). And which makes it understandable why urban planners and city officials are not skilled: conversations in collaborative planning often contain topics in which the various actors and citizens differ in opinion. And usually people find it difficult to have a conversation with people with a divergent opinion (Sennett, 2012). We either avoid dissenters or try to conform them to our point of view and therefore, most of us lack the skills to have a constructive conversation with people who think differently.

B.2.4   Introducing the multi subjectivity setting

Summarizing, how people see their reality, their world view, they consider that as an absolute worlds: each with own language, experiences, assumptions, interests and logics. You always look or experience with "eyes from the past", the context that has shaped you (Kahneman, 2012). People prefer to see their own view as more valid and try to stick with the people who conform with this view. In short: everyone has his own reality of the world. Which raises the question, how to make sense of the world together?

And since everyone has their own reality there is an tremendous amount of various, subjective worlds, something that is named in this thesis the multi-subjectivity setting. These various interpretations of realities become clear inside and between the minds of people, through interaction as there these interpretations of realities become explicit (van der Stoep, 2014, p. 51). In conversation we construct the world together: a reality which is negotiated through the discourse of communication:

> *"It is through conversations that we construct reality, yet these conversations are also the product of that construction: conversations become reality (Berquist, 1993)"*

(Ford, 1999)

It is in conversations, that differences of realities become clear.

B.3 | CONVERSATIONS AS PART OF CHANGE

B.3.1   Frame and Reframe

As seen in the previous subpart, the world is a construct of one's view and that worldview is constantly constructed and reconstructed in interaction between people. In this subpart, that notion is looked at from a change perspective. As the truth or reality is framed and reframed in the interaction between people, who formulate problems, causes and solutions, both in formal and informal conversations (Kim & Kim, 2008). As such, conversations can be understood as inquiries or negotiations for what we believe is truth or valuable (Bosschaart, 2018). However, as argued before:

> *"Reality or truth does not exist: through interaction we aim to achieve a temporal formation of what is understood to be truth"*
>
> (Habermas, 1984).

Together, we make an approximation of the truth. In conversations we search for the right articulation of our truth. And in that sense, that can be seen as the "joint effort where frames are confronted and new frames are brought about" (Bosschaart, 2018).

B.3.2   In conversations, change becomes visible

Then, conversations can be understood as an iterative process where the altering of each other's frames takes place "as people come to understand what their own interests are, what others want, and what fits the common good"   (Kim & Kim, 2008). The beginning of change then, would be the willingness to frame and reframe your own frame (Habermas, 1984). There can be seen how one changes: through conversations we learn from each other, as an experience of truth in interaction (Kim & Kim, 2008).

Consequently, change is made in everyday conversations as they shape how people perceive the world and what actions to take (Aarts, 2015). And when conversations are seen as means for change, they can "'establish the context in which people act and thereby set the stage for what will and will not be done'', as Ford stated (1999, p. 485).

As a result, conversation can be seen as a potential powerful tool for change: conversations are in principle an important mechanism for initiating change and renewal, because it can give people a different view of the world. " (Aarts, 2015). As:

> *"If you want to change the way people think, change the way people talk"*
>
> (Bate, 2004, quoted by Bosschaart, 2018)

Looking back at the problem of self-referentiality, that interaction and thus change must be stimulated between between people with a different opinion, in order not to create groups of people who think their truth is the only one, which will result in conflict (Aarts, 2015),

B.3.3   Conversations from a change perspective

Which results to conversations from a change perspective. In this subpart, these changes are viewed a micro-changes and there is looked at the relation between the micro changes (participatory conversations) and the meso and

macro level change (institutions, policy, decision-making, etc.). For that, the model of Geels and Schot is used (Geels & Schot, 2007), see figure B.3.1.

In this figure there is shown, transition evolves around the regime, which is the traditional status of practices, cultures and rules in the present societal system. For example in the case of Delft, that would be the municipality and province, urbanists and architects for the project of Schieoevers, as they are the traditional actors to plan and design the city. Along with the concept of regime, Geels and Schot describes the niche interventions, which co- develop radical innovations. Participatory conversations can function as these niche interventions, as they could change - when well-executed – regime level actors in their visions. However, their ideas must be translated properly towards that level. Figure B.3.1 shows the process of development of a transition: Niche innovations are build up, slow changes at the landscape level create pressure on the regime causing destabilisation and the regime to break open and provide opportunity for the niches to break through.

"Or in other words, change in conversations can be understood as the degree to which subdominant conversations at micro-level alter the rules, roles and regimes at the formal and dominant macro-level"

(Bijker, 1995, as quoted in (Bosschaart, 2018)).

The relations from micro to macro level change, depends then on embedding participatory conversations in larger change process, where the new change not always land in reality resonates through to macro level, such as a decision making group and an altered plan.

But also the other way around: when there is a not qualitative interaction and misunderstanding on micro change, which results in tension, there is a danger of reproducing and thus spatializing this micro social tensions towards the spatial build environment.

B.3.4   Conclusive notes: how to upscale micro change?

So, conversations are a part of a change as they change the way people talk, think and act in and about their reality. That change can be a part of a larger change process. However, the effect of that change process should not be overstated: nothing will totally overlap as people also make sense of each other's utterances in their own way. Therefore, a certain transparency and realism has to be taken into account about the role and influence of participatory conversation. How much resonance and sustain participatory conversations have. Question is, how to upscale this micro change, or how much impact they have: how they can change rules, roles and regimes or they change the norm (Aarts, 2015).

Next subpart argues that this change can be made by taking the differences of the multi-subjectivity setting as a central point of conversation – thus a different form of conversation – where the conversation itself is more important than the outcomes or agreements, in order to understand these differences: the dialogue.

Increasing structuration
of activities in local practices

Socio-technical landscape (exogenous context)

Landscape developments put pressure on existing regime, which opens up, creating windows of opportunity for novelties

New regime influences landscape

Socio-technical regime

Markets, user preferences

Industry

Science

Policy

Culture

Technology

Socio-technical regime is 'dynamically stable'. On different dimensions there are ongoing processes

New configuration breaks through, taking advantage of 'windows of opportunity'. Adjustments occur in socio-technical regime.

External influences on niches (via expectations and networks)

Elements become aligned, and stabilise in a dominant design. Internal momentum increases.

Niche-innovations

Small networks of actors support novelties on the basis of expectations and visions. Learning processes take place on multiple dimensions (co-construction). Efforts to link different elements in a seamless web.

Time

B.4 | PRODUCTIVE DIALOGUE

In previous parts, the multi-subjectivity setting in communication is explored. There is found that conversations can be understood as the altering of each other's frames "as people come to understand what their own interests are, what others want, and what fits the common good" (Kim & Kim, 2008). Following that, conversations can make change, as the frame and reframe peoples realities, and thus the way they think and act.

In certain forms of conversations, this reframing is allowed but in others those frames are frozen (e.g. discussions or debates). To understand each other's frames in participatory processes and bring about change, a form of conversation is needed that framing and reframing allows and thus has less focus on a specific pre-set outcome. Therefore, this subpart goes into the different forms of conversation and in specific the dialogue.

B.4.1   Definition of Dialogue

To understand the principle of productive interaction, one must first understand what a dialogue as a form of communication actually is.

The Oxford English dictionary describes dialogue as:
> *"[dialogue] is a written or spoken conversational exchange between two or more people."*

(Oxford Dictionaries, 2001)

This definitions depicts some form of conversational exchange between people. Dialogue can be understood as the activity between people, where there is an equal two-way or multi-way connection, instead of one way persuading strategies where personal frames are frozen. It is the mutual exchange of experience, ideas and opinions between stakeholders (de Laval, 2006). In the late 20th century the concept is widely discussed by leading thinkers as David Bohm, William Isaacs and Martin Buber (Bohm, 2004; Isaacs, 1999). Notwithstanding the fact that they divagate in many different details - they agree on the definition of the concept as a multi-dimensional and dynamic process of developing a shared understanding.

In the definition of the Oxford English dictionary it becomes clear that dialogue juxtapose itself with other forms of communication to be understand as a special kind of talk (Roberts, 2002). Isaacs defines multiple forms of communication between people, as there are two main routes to take: to suspend and thus listening without resistance, which can lead to multiple degrees of dialogue, as shown in figure B.4.1. The other route explores when people defend their thoughts, which leads to discussion and debate (Isaacs, 1999). Reflective dialogue takes place when people start to reflect on their ways of thinking. A carefully constructed way of conversation in which communicators immerse themselves in a collaborative investigation in the deeper ideas, assumptions and each other's certainties that construct their everyday reality (Ford, 1999). However, this does not mean changing their ways of doing so per se (Isaacs, 1999). It is reflective as it reflects on what is said by participants of the conversation, moves beyond judging and rather moves on to thinking on why things are said.

Suspend
Listening without resistance; dis-identify

Reflective Dialogue
Explores underlying causes, rules, and assumptions to get to deeper questions and framing of problems

Generative Dialogue
Invents unprecedented possibilities and new insights; produces a collective flow

Conversation
"to turn together"

Deliberation
"to weigh out"

Fundamental choice point

(Productive Defensiveness)

Skillful Conversation
Analytic, uses hard data to get to answers to problems; reasoning made explicit

Dialectic
Tension and synthesis of opposites

Defend
"to ward off, protect from attack"

Fundamental choice point

(Unproductive Defensiveness)

Controlled Discussion
Advocacy, competing; abstract verbal brawling

Debate
Resolve by beating down

Figure B.4.1: Conversation pathways.
Sou ce: Isaacs (1999)

Reflective dialogue can develop to generative dialogue. This happens when the interaction occurs in such a way, people invent and establish new ideas and create new knowledge which would not be obtained individually (Bohm, 2004) Isaacs calls this collective intelligence: together one knows a greater awareness and one is smarter than one only (Isaacs, 1999).

The difference between dialogue and discussion is an important notion, as with discussion the conversation is about defending current ideas, rather than producing new ones Thi form of dialogue is "a conversation wi h a centre, not with sides" (Isaacs, 1999, pp 578–585). Generative dialogue works together towards new concepts, hence supplies ways to modes of co-creation . Then, the purpose of the dialogue is not to define a problem of solution with a high accuracy or have a specific goal and outcome, but it serves to construct the concepts of self and others (Kim & Kim, 2008) Then, dialogue is approach in "which people come to experience their realities as constructions, giving them the opportunity to generate new conversations and realities" (Ford, 1999, p. 490). A going back and forth, where utterances are examined reflexively, as Isaacs pathways depict, and

modified or discarded. Then:

> *"New metaphors, narratives, or images are generated, and discursive*
> *capacities and resources are expanded, thereby increasing the number of voices*
> *that can be spoken and creating new options for action."*

(Ford, 1999, p. 490)

B.4.2   Dialogue in planning

In particular the work of the sociologist Jürgen Habermas has influenced
other planning theorists about the creation of new options for action by
dialogue, and thus the influence of dialogue in collaborative plan making. He
defines communicative action as something that:

> *"a definition of the process of communicative rationality is*
> *communication that is oriented to achieving, sustaining and reviewing consensus*
> *– and indeed a consensus that rests on the intersubjective recognition of*
> *criticisable validity claims."*

(1984, p. 17)

Communication in the process of communicative rationality is oriented at
finding a recognized consent of new meaning (Habermas, 1984). As we
compare this with the aforementioned definitions of dialogue, it matches
with the concept that it reproduces novel ideas in its collaboration.

Some scholars consider Habermas' view as too idealistic, as in every
practice, a numbers of factors retain the opportunities for ideal dialogue.
Human interaction and behaviour is capricious, which means that in
daily life that well-intentioned reasoning can be misinterpret and result in
unwanted reactions. Nonetheless, Habermas' view could function as an
ideal formulation of dialogue where planners should strive for.

Many different scholars experimented to apply communicative approaches
to spatial planning (Forester, 1987; Healey, 1992; Innes & Booher, 2000). John
Forester reflects on Habermas' work and focuses on planners' interaction
with the public (Forester, 2006). He argues that most planners agree that
the public must be involved in planning processes that will affect them, but
also questions the value if the public does not understand the full scope
of the project. urban planners have a choice to communicate in technical
terms or in in terms that the audience would understand (Forester, 1987).
He claims, this is the only way to arrive at a dialogue where new ideas are
created and that is something planners should strive for. Planners should
initiate:

> *"… creative and inventive processes of search and brainstorming, play*
> *and thinking outside the box, humour and irony that take ambiguity as generative*
> *not paralyzing, probing and reframing options rather than presuming relatively*
> *uninformed problem definitions'*

(Forester, 2013, p. 4)

If this generative process takes place, planning can be employed as tool for
participatory decision making, as an dynamic and precarious process .   A

shared understanding of problems, values and views is found, which serves as a better basis for decision-making than normal consensus-building.

Innes and Booher use Habermas prerequisites for developing a normative concept for collaborative dialogue:

> *"To be authentic, in our view, a dialogue must meet certain conditions which Habermas has laid out as prerequisites for communicative rationality (Fox and Miller 1996; Habermas 1998). Each speaker must legitimately represent the interest for which he or she claims to speak. each must speak sincerely, each must make statements that are comprehensible to the others, and each statement must be accurate."*

<div align="right">(Innes & Booher, 2003, p. 38)</div>

Important to mention is that in planning theory, it is presumed that the dialogue is an interactive process among stakeholders in order to enhance a line of thinking and reasoning (E. R. Alexander, 2002; de Laval, 2006). Although some parties might be antagonistic, it is important to have a dialogue about their concerns in the context of complex plural planning processes .

B.4.3   What is productive interaction

The main matter as posed at the introduction is the question what a productive dialogue means in the interaction between urban planner and citizens. With the definition of dialogue clarified, this paragraph tries to deal with what productive means.

As we seen from the definition of dialogue, it is a multi-way action between different stakeholders. Between these stakeholders, there should be a sharing of thinking and also helping the other to share their contemplations, which makes them equally empowered to do this (Innes & Booher, 2003). To make dialogue genuine, stakeholders have to take responsibility to truly understand the thoughts and ideas of others, to produce effective outcomes (Tupling, 2009). There is an inner dialogue taking pace: for productive dialogues, people seek the reason behind how others' views emerged and, which is maybe even the most difficult, applaud them to question yours. Together, people are working on a goal of interested of all, as well as following their own agenda (Innes & Booher, 2003). This enforces a mutual understanding as well as mutual learning (Tupling, 2009).

It is not the case that there is no room for conflict or disagreements in productive interaction. The approach of the dialogue is therefore not to stop a decision, to be right or to express one's own truth. Only by exploring the problems with each other, taking into account each other's wishes, interests and pain points, and by respecting others' knowledge and experiences and thus realities, a better basis is laid for complex problems solving (van der Specht, 2012). In this way, the process of interacting it is not just gathering information for the planning professional.

However, in practice there are many obstacles that may impair productivity of interaction. For instance, transforming from a debate or reflective

dialogue to a generative dialogue, does not evolve solely linear. Dialogues are unconfined and unreliable (Aarts, 2009). As it is a searching process towards a shared understanding, it is subject to a series of actions, going back and forth, resulting in non-linearity. Producing this searching process, is difficult for participants, as everyone should put effort and focus in the interaction. This initiative has to be equal from all sides to arrive at generative dialogue seems a clear predisposition, it is generally speaking difficult in practice (Bohm, 2004).

A reason for these difficulties in practice, might be found in the research of Bartels. He found that when citizens and urban planners meet, they produce certain dominant communication patterns which they continue to use during the process and what restrains them in their ability to solve problems (Bartels, 2012). The problem here is that in those processes, people focus more on the content rather than on the way of communicating itself, just like Bleijenberg stated above (Bleijenberg, 2014). Bartels argues that these dominant patterns of communication are hard to turn around, because of how the processes are organised.

Therefore, Bartels argues, productive dialogue is strongly dependent on the communicative capacity an urban planner. If urban planners are more advanced in this skill, they identify problems in the process to dialogue earlier, and can break through the dominant patterns in communication, in order to reach and maintain the productiveness of the dialogue. Lack of communicative capacity is problematic because:

"Lacking communicative capacity means wasting a lot of time, resources, and energy, and damaging trust, relationships, and willingness to collaborate. Communication should therefore not be considered as a neutral medium (Rosenberg, 2007): the things public professionals and residents say, or do not say, and how they address each other, are of significant impact on whether they understand each other and manage to get something out of their encounters."

(Bartels, 2012, p. 230)

Strictly speaking, communicative capacity gives the urban planner guidance to make the interaction productive. It is tacit-knowledge which is attained throughout an urban planners experience, which actually matches with the problem statement in A.4.2 (the interaction itself during the participation process is perceived as a black box: an activity where professionals cannot really prepare for, have to work from gut feeling and experience (Bleijenberg, 2014)). Therefore, communicative capacity cannot easily be defined. It is a social know-how which evolves during the interaction (Wenger, 2000).

Besides the fact that the dialogue is not linear and rather unpredictable and the lack of communicative capacity of urban planners, there are many other factors which influence the dialogue. Unfortunately, exploring them all is beyond the scope of this paper. In next part, part B.5 there will be more elaborate consideration towards these barriers, in order to be able to formulate starting conditions for a productive dialogue.

For now there can be concluded that a productive dialogue in collaborative planning is the understanding of quality of multi-way and generative dialogue as the shared thinking by a group of people, which generates ideas which could not have been found alone. This brings added value for solving complex problems, by creating mutual understanding and learning , and leads to open information sharing which allows the ambiguity of the multi-subjectivity setting , which Healey calls 'inclusionary argumentation': "a public reasoning which accepts contributions of all members […] and recognizes the range of way they have of knowing valuing and giving meaning" (Healey, 1992, p. 219)

B.4.4   The harvest of productive interaction

Next to the definition of productive interaction, the previous paragraph already shortly touched up the outcomes of productive dialogue. In collaborative plan making and productive dialogue, it is more than just getting to agreements. The most important outcomes have a more far-reaching output than that. The previous paragraph explained that because of the reframing of utterances and thoughts, shifts attention from the individual interests towards shared needs and vulnerability (Forester, 2006). In this way, people might agree on shared problem statement or value, but all for different reasons. Then, conversations result in real change and therefore are more fundamental and sustainable than just agreements which are reached in consensus-building practices (Innes & Booher, 2003). This paragraph tries to search the various forms of these results, in an attempt to categorize them in process benefits and more concrete outcomes.

To begin with the rather tangible outcomes of productive dialogue. Already named as product of collaborative planning are agreements. Yet, with a genuine dialogue, agreements can be uplifted towards high quality agreements, as the agreements are not the middle way – a little bit of what everyone wanted - but a new idea founded by collaboration that fits all (Deyle & Wiedenman, 2014; Innes & Booher, 1999; Rosenberg, 2007).

Another tangible outcome are the innovative strategies which derive from productive dialogue. This is at the heart of dialogue, as it are ideas that are emerging only with the collective intelligence of participants, ideas that would not have derived by making plans alone. When well-organized, true innovation can emerge from creativity in the dialogue (Healey, 2003).

Next to tangible outcomes, there are also process benefits; results that derive during or after the interaction. Mutual understanding and exchange are already named in the definition of dialogue, which is called reciprocity or intellectual capital by Innes and Booher (Innes & Booher, 1999). Reciprocity here is not about making trade-offs (one member gets a concession from another in return for something else), but about learning that "it is in their self-interest, not only to work together, but also to offer something to others because others have something to offer them" (Innes & Booher, 2000). Next to that, becoming able to work together is an important process benefit of a productive dialogue (Innes & Booher, 1999).

Innovative strategies is named as a concrete outcome, yet what comes before, are novel ideas and creativity. This creativity is needed to solve the problems of a more and more complex and constantly changing world. However, creating creativity in a group can be a grand task for urban planners, as Innes and Booher stated:

> "It is curious, however, how difficult it is to get participants not just to "think out of the box," but to be willing to put forward the often half- baked ideas that can start something. […] It is even more difficult to get people to challenge assumptions or the status quo which is often a prerequisite to collective creativity. Participants typically take the world around them as given and do not see what might be different."

(2000, p. 14)

During the process of discussing the collaborative strategy and creating new ideas, also a social learning takes place: dialogue. Participants rethink what it is they thought/wanted in the first place, activated by the views of others (double loop learning) (Innes & Booher, 2000), as also depicted in figure B.4.2 . As dialogue "is consistent with double and triple loop learning in which people search for underlying predispositions that determine ways of seeing, thinking, talking and doing" (Ford, 1999, p. 490). The role of this, Forester argues, can help us to progress past only focussing on rigid outcomes (Forester, 2013). He states that an equal focus on both process and outcomes is needed, as they reinforce and build upon each other.

Collaborative plan making through social learning processes is said to build up trust, creates new relations and generates the intellectual capital as named before: ability to work together and social capital (Innes & Booher, 2003).

Social capital, however, is a very special outcome of the dialogue process: it is not only an outcome, but also a precondition, it is there to sustain a productive dialogue and as a long term outcome. It stimulates collaborative interaction of people. OECD defines social capital as:

> "Networks together with shared norms, values and understandings that facilitate co-operation within or among groups"

(Keeley, 2007, p. 103)

Or the most famous definition by Putnam is

> "social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit"

(1995, p. 67).

When there is social capital, networks lead to trust and empowers people to work together. It is the glue that facilitates cooperation, reciprocity and innovation (Keeley, 2007). These are all important outcomes which are named above. Social capital produces relations, builds networks and trust and reciprocity. As people came to understand each other, this results then in reciprocal confidence, next to it builds towards new relationships.

Networks can be used to form many other causes outside the dialogue. It is even more important, these networks spread to their associates, and information is transmitted (Innes & Booher, 2004).

Although social capital is maybe even the most important outcome of dialogue, it is also the concept which is the hardest to understand by planners (Putnam et al., 2004). As Vidal argues:

> *"These skills, and others that facilitate managing public processes in ways that foster public trust and the development of social capital, too often get little or no attention in planning curricula."*

(2004, p. 167)

Social capital is a difficult concept, as it needs an understanding of the contextual variables that are cultivating social capital (Putnam et al., 2004). Dialogues are heavily dependent on context factors, that influence the development of social capital, and the outcomes and processes it produces (Putnam et al., 2004) . Woolcock makes the argument here, that planners should see it as a way to have better insights for problems which are beyond solving within the capacity of a single perspective (Putnam et al., 2004).

The multi perspective is one of the most important outcomes of the dialogue, next to the other possible outcomes we found in this part: high quality agreements, innovative strategies novel ideas and creativity; reciprocity and mutual understanding, and the ability to work together. In a dialogue social learning takes place and social capital is created In the next part, there is looked at how these can be created: enablers for productive dialogue in collaborative planning.
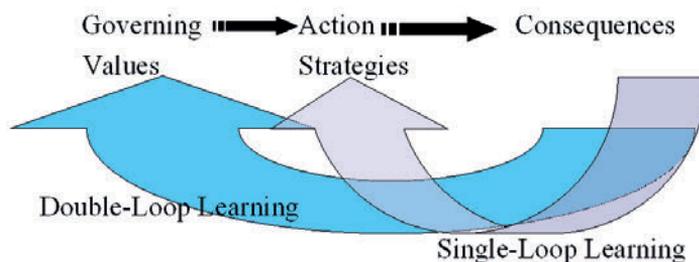
Figure B.4.2: Learning in collaborative planning: rethinking values as double loop learning. Source: Innes and Booher (2000), adapted from Thought as action, Chris Argyris (1993)

B.5 | ENABLERS TO SUPPORT PRODUCTIVE DIALOGUE

To facilitate change in interaction, the focus is laid upon productive, as only when utterances are understood, so they can be taken to higher levels (regime level). As the previous paragraph shown, the learning process is an important principle of dialogue. People learn from each other by clearly explaining opinions and experiences. Following that, mutual understanding is there an important factor, to learn from each other. Since understanding in communication involves understanding each other and each other's contributions to the communicative exchange. Shared understanding simply refers to the amounts of knowledge that becomes common to interlocutors, partly as a result of the communicative process itself. Then, a well-settled conflict sets in motion a process of joint learning: about each other, about unexpected dimensions of the problem or about shortcomings of one's own favourite solutions. To achieve this, understanding and mutual trust are essential. Understanding is the basis for collaboration, but it is also the outcome of - long-term - collaboration. Understanding refers to understanding the position of the other (institutional understanding) and to understanding how the other sees a problem (content understanding) (van der Specht, 2012). Mutual understanding seems to be not only a necessary prerequisite of any human communication but also the goal of communication (Bohm, 2004). Despite the widespread agreement about these issues, little is known about the actual process of understanding in the course of dialogue .

In this subpart there is investigated, what are the enablers for mutual understanding in dialogue, as part of change.

B.5.1   Barriers and enablers for Mutual Understanding

Smaling gives the following five enablers for dialogue: equality, mutual trust and respect (which will fall later in the enabler Safety), mutual openness and understanding (already stated) (Smaling, 2008). Also Bohm speaks about equality: equality is not only about power inequality, but also about everyone having its fair share in the conversation: everyone should put effort and focus in the interaction, which is generally difficult for participants and public officials:

> *"This initiative [putting effort in the interaction] has to be equal from all sides to arrive at generative dialogue seems a clear predisposition, it is generally speaking difficult in practice."*
>
> (Bohm, 2004)

Equality is can be difficult to reach, not only because power differences in the planning systems, but caused in the interaction itself: by means of expertise and language; differences in knowledge and skills between participants cause that some not feel heard (Fung, 2006). Following that, another enabler for productive dialogue and mutual understanding then becomes: Shared Language. "Language as a creole, a vocabulary in which two divergent groups can communicate and reasons together" (Pierce & Littlejohn, 1997: 158).

Smaling also named openness as important enabler of dialogue. To work toward something shared. The same is stated by Martin Buber: "cherishes

and promotes dialogue not as some purposive attempt to reach conclusions or express mere points of view, but as the very prerequisite of authentic relationship between man and man, and between man and God. Buber's thought centres on "true dialogue", which is characterized by openness, honesty, and mutual commitment (cited from (Bohm, 2004). Together, this summarized in the enabler willingness. Willingness is also something repricital, as people's willingness to participate in conversations may be influenced by their ``perception of impact'', i.e. the ability to make a difference in a conversation, which is influenced by the order of discourse. People do not get involved in or withdraw from conversations in which they do not have a sense that their contribution will be acknowledged." (Ford, 1999)

  Then there are a few enablers which of a lesser abstract level, but organizational enablers that do influence the effectiveness of the participation considerably. One is the information provision: how does the conversation make sense in the bigger scheme of things (Helden et al., 2009). This has to do with if and how the municipality informs citizens in a timely and complete manner about the subject of participation, their role and the way in which the participation process takes shape (Helden et al., 2009). This links to the concept of transparency, as the shared information is not hold back. Helden et al emphasize the importance of \of continuous attention, honesty and transparency. Being clear and clear about what is going on and what the possibilities and impossibilities are to participate. And that bring us to the next enabler: Frames. Frames are about what is up for discussion and what not. Although this partly contradicts the fact that the dialogue should be free of boundaries, a dialogue in a participatory process needs some kind of direction where to go to, or people will leave the conversation.

The interaction is even more valuable if there is consideration to the relational context (Bleijenberg, 2014). Similar to any other interaction, the input increments when the setting is more trusted (Bleijenberg, 2014). So if urban planners aim at a productive dialogue, they should not only focus on the conversation itself, yet also what occurs around them. The situation should be designed like this, that the participants feel safe to share their ideas and values. This safety is in a welcoming place, but also about the connection between planners and participants: this is the basis for any productive dialogue in collaborative planning (Bleijenberg, 2014). This relates to the already earlier mention of mutual trust and respect of Smaling.

However, in a world of multiple social realities, utterances can always understood in different ways, and understanding is necessarily partial and fragmentary (Linell, 1995). So the goal of the tool should be to understand each other well enough for current purposes (Clark and Scheafer, 1987). Furthermore, it is important to not that these enablers do not guarantee any success. Dialogue costs effort and can be an unsatisfactory concepts, as it is focusing on process and persons, not making sure that there is actually an outcome (van der Specht, 2012). In next parts, these enablers will be discussed in more detail. In the conclusion of this part, a conceptual framework will show how these different enablers support the principles of dialogue.

B.6 | ON DIALOGUE: IMPLICATIONS FOR TOOL DESIGN

This theoretical part aimed to give an explicit definition on what a productive dialogue in collaborative planning is, in order to explain why we should have actually more dialogue in planning. This as a reaction to the collaborative paradigm as important way of solving complex issues in this rapidly changing world.. A productive dialogue in planning is in this thesis defined as:

> A multi-dimensional and dynamic process of developing a shared understanding. This is different than a discussion, as it is about producing new ideas which cannot be found alone, rather than defending current thoughts. To make dialogue genuine, stakeholders have to take responsibility to truly understand the thoughts and ideas of others, to produce effective outcomes. And in this way the process of interacting it is not just gathering information for planning professionally. This brings added value for solving complex problems, by creating mutual understanding and learning.

However, arriving at this generative dialogue is difficult in practice, as it is a non-linear and unconfined process which needs focus and effort from all participants. Moreover, participants are creating dominant communication patterns, which restrains them in their ability to solve problems. It is argued, that the communicative capacity of the urban planner can influence this, which makes implication for the skillset of the future urban planner.

Nevertheless, when a dialogue is coordinated well, it can result in various positive outcomes like high quality agreements and innovative strategies. Also many process benefits will unfold: mutual understanding, an ability to work together, novel ideas and social learning. Lastly, there is argued that one of the most important results is social capital, which also functions as a precondition and the glue that keeps everything together during the interaction. Social capital also produces other outcomes as it builds networks, trust and contains reciprocity. With these important outcomes in mind, the author considers dialogue as a vital element to exploit the effects of collaborative planning.

Because conversations are an important medium for change: the world is a construction in the mind of a person, and that world is being constructed and reconstructed in interaction between people, who formulate problems, causes and solutions, both in formal and informal conversations (Kim & Kim, 2008); as people have various, subjective worlds, everyone has its one frame of reference. This introduces the multi-subjectivity setting, as a totality of all the different subjective realities.

Productive dialogue focusses on these differences, as "stakeholders have to take responsibility understand the thoughts and ideas of others" as shown above. It is an explorative and inquisitive process. As people explain their ideas, thoughts and values, a process of framing and reframing takes place, and people come to understand the ideas of others and their own (Kim & Kim, 2008). In this way, a process of social learning takes place. However, at this point there is rather confirmation and polarisation between the different than understanding between the different realities and therefore no learning or change takes place (Aarts, 2015).

To facilitate the productive dialogue and thus change by interaction, the focus is laid upon mutual understanding, as only when utterances are understood, so they can be taken to regime level. In B.5, the enablers productive dialogue are described. Those seven enablers are: Frames, Transparency, Information provision, Shared Language, Equality, Safety and Willingness.

These concepts support reinforcement of the principles of productive dialogue, when well executed. Fulfilling all enablers, however, is not a guarantee for the realization for a high-quality productive dialogue. It only creates conditions that make deriving at a productive dialogue more likely. There is tried to show where the author thinks the strength or weakness of certain practices come from, not with the idea that the rules can applied anywhere and a successful interaction will derive by definition. But as points that we keep in mind when designing a dialogue in collaborative planning. They are meant to give practitioners handles for that design process and function as important basis for the expert interviews and other next steps of the research.

Although this part argues that there should be some guide lines for productive interaction to enhance positive results, the author is aware of the fact that every participatory process is very case-specific. There is an wide-ranging amount of variables influencing a single case. Therefore, every context where dialogue in collaborative planning will be hold, must be studied extensively in order to evaluate or reach the described benefits and outcomes. Therefore the issue needs a systems perspective to gain more knowledge about how the productive interaction actually revolves, rather than a theoretical definition. Therefore, another layer is added to the dialogue framework as shown aside: the red line is the socio-spatial context that would give constraints to actually reach the productive dialogue. In next parts, there will be looked at how these constraints can be overcome (by operationalising the enablers, by means of the expert interviews, in part D) and what the constraints for productive dialogue are in Delft (part E and F).

Figure B.6.1 The platform for productive interactions, based on the principles of dialogue and supported by the enablers for productive dialogue and mutual understanding. This is the ideal image, but reality will always influence these different factors. Source: author
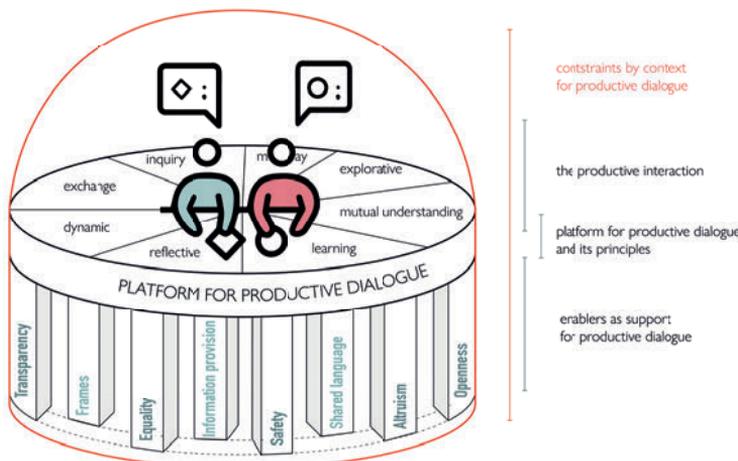
PART C: ON METHODOLOGY

This part is a bit different than the other chapters, as it does not generate any results, but explains how results are generated: the research approach of the thesis. As this part explains the research design and methods used, it does not use any methods like the other parts – except for a small literature study for the used models, see figure C.1.1 - nor does it answer any research question. More importantly, it explains the approach <u>how</u> the research questions are answered <u>with which methods</u>. To find an answer to the research question, the thesis is structured on the basis of two models: the Design Based Research model and the Double Diamond model. This structured process enables designing for complex problems. The structure allows the designer to use a variety of methods in such a way that they lead to the final outcomes. This part explains what Design Based Research is and what the Double Diamond entails and why the process fits this project best despite their limitations. It is important to note, however, that this used structured process does not mean that the process of this thesis was as linear as presented. With every step taken, previous steps are reformulated and reflected on, similar to an iterative designing process.

In short, this part describes the research design on the basis the two models, how this gives structure to the thesis, provides it with methods and shapes its outcomes.

RQ 1   RQ 2   RQ 3   RQ 4   RQ 5   RQ 6

C.1 | RESEARCH APPROACH

C.1.1   Design Based Research

Understanding human interaction is an ill-defined puzzle. Human interaction in collaborative planning processes, which take place in a multi-stakeholder setting, often with many differing opinions and interests, is a complex problem. Complex problems have endless options and possibilities to search for a solution. Thus in order to solve such a "wicked" problem, a systems perspective is needed (The Interaction Design Foundation, n.d.), see figure C.1.2. It is a matter of finding 'the best possible solution', rather than the (single) solution. Creating this systems perspective requires a learning by doing approach, which means that the research is in need of a case, to generate knowledge for other cases (Putnam et al., 2004). It needs an approach from both practice and theory, to become a productive activity (Innes & Booher, 2003).

Subsequently, this thesis is carried out in a real-world setting: the development of Delft Campus station as part of the Schieoevers project. The reason for selecting this case is explained in part C.3. In order to find a solution to this context specific case, a design approach is used, to enact and refine theories continuously. This approach makes this research a Design Based Research (DBR)(Wang & Hannafin, 2005). DBR is an approach which is directed at using design and its methods to create knowledge by using both theory and practice. This makes sure that "both researchers and practitioners recognise theoretical blind spots from a practical point of view and practical blind spots from a theoretical point of view" (Sanden & Meijman, 2012, p. 8). The design is case specific, an intervention on small scale that works only there. But with system thinking, this small solution can be extrapolated and understood in a bigger context. As described by Wang & Hannafin:

"A systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories"

(2005, p. 6)

This methodology is needed for the aim of the research: to make a real-world applicable framework which prescribes design principles for a communication tool for dialogue in collaborative planning.

literature study

Figure C.1.1 Part C methods.
Source: author
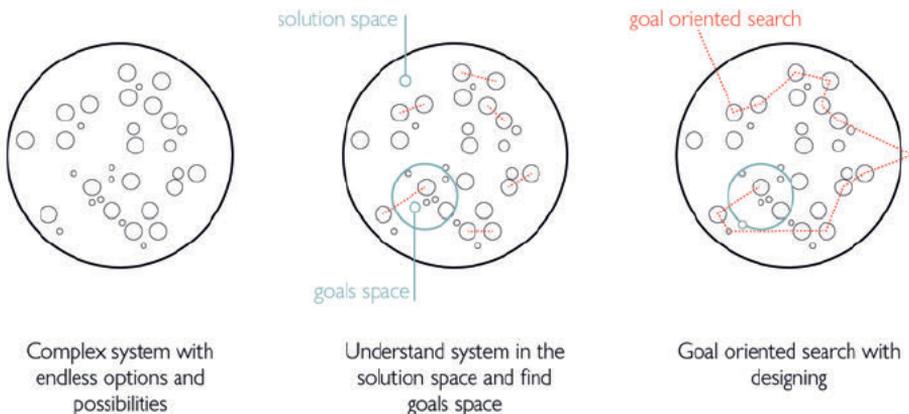
Figure C.1.2 Design Based Research: Systematic design: goal oriented research.
Source: author (adapted from Calabresa, 2018)

solution space

goal oriented search

goals space

| Complex system with endless options and possibilities | Understand system in the solution space and find goals space | Goal oriented search with designing |

Figure C.1.3 The Double Diamond model: two phases of diverging and converging (aside). Source: adapted from Design Council, 2015)

Figure C.1.4 Applying the DBR and DD model on the research design (right page). Source: author
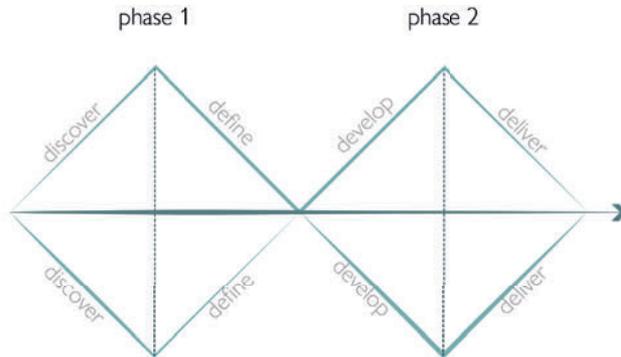
C.1.2   The Double Diamond model

In this research, the three outputs – the Dialogue Framework, the communication tool for productive dialogue and the spatial design – are not the main deliverables, but equal emphasis lays on the total research methodology and problem definition. The outputs are means to come to overarching conclusions by reflecting on those outputs. The outcomes are important though, in order to use the context specific information to learn from and with that know which approaches to use in other situations.

Thus, emphasis lays on reflection on the process, rather than the final deliverables. Therefore, a research structure with reflective characteristics was crucial. The Double Diamond model, developed by the British Design Council, takes this reflective stance: next to focussing on the design interventions as output, it puts equal emphasis on having an iterative process during the problem definition prior to the design (Design Council, 2015).

The Double Diamond has two diamonds which both converge and diverge, see figure C.1.3. In the first phase, it converges to discover the width of the problem, and converges to define and make choices about the most relevant aspects of the context of the case. In the second phase, the process diverges again to have a rich ideation in the development step, after which the product will be delivered; a final design. In this structured research approach, the designer makes his research steps and design decisions explicit.

C.1.3   Applying DBR and the DD model

To come to a communication product for dialogue in collaborative planning which results in a spatial design, this research follows the sections of the double diamond and the iterative character for both theory and practice of the Design Based Research model.

The research starts at Diamond 1 by diverging in the discover step, where both the relevant concerns for current Dialogue employment and issues of the Delft Campus station spatial context and project are explored, which resulted in the project foundation (see figure C.1.4). It then defines which aspects are relevant for the specific context, towards the synthesis where conditions and criteria for game design are formulated. Here, the two worlds, the dialogue and the City come together.

DIALOGUE + THE CITY 1

DIALOGUE FRAMEWORK

DIALOGUE 2

DIALOGUE GAME

THE CITY 3

SPATIAL DESIGN

discover - dialogue
discover - city
define - city
define - dialogue
develop - dialogue
deliver - dialogue
develop - city
deliver - city

RQ 1
RQ 2
RQ 3
RQ 4
RQ 5
RQ 6

- explorative interviews
- literature study

- field trip, context exploration
- meetings, events

- expert interviews
- dialogue observation

- spatial analysis
- document analysis
- street observations
- street interviews
- stakeholder analysis
- actor interviews

- ideation
- study examples
- focus group

- testing & iteration
- prototyping
- evaluate with actors: conversations + survey
- generative games

- mapping
- document analysis (technical details)
- ideation

- mapping
- stakeholder analysis (engagement strategy)

reflect on process

CONCLUSION

Figure C.1.5 Overview of the research questions, as posed in part A.8.
Source: author

What is different from a normal double diamond design process, is that after the converging of the first diamond, section 1 (in this case called the Dialogue Framework), it goes through the design process of the second diamond twice, as there are two designs at the end: the communication product and the spatial design. After the Dialogue Framework, the prototypes of the game are developed and delivered, in diamond 2. In the deliver phase the designed prototypes are tested with actors in the process. Subsequently, the game is produced and is played with citizens and important actors Then, the second design process takes place, diamond 3: the results of the game serve as input for the spatial design process. The author weighs all input from the game to make citizen-led decisions about public space, spatial structures and building volumes, to converge again into a final design of the spatial design for Delft Campus station.

This thesis concludes with a reflection on the entire process; how did the dialogue tool influence the spatial design design, which lessons are learned about the dialogue at this specific place and which can be used in another context. Hence, the research approach delivers a continuous interplay between research and design, theory and practice, more generic knowledge (on the dialogue) and understandings which are only applicable in the specific context (the City).

From this point onwards sections are introduced to the thesis, instead of naming them diamonds, as the report follows the three diamonds in its structure. The fourth section contains the conclusions.

C.1.4   Research design and research questions

The research questions also follow the sequence created by the DD/DBR model, shown on the previous page in figure C.1.4, and a recap of the six research questions is shown aside. RQ1 is more exploratory and is therefore answered just after the discover step, with some input from the define step. RQ2 and RQ3, respectively to answer about the Dialogue and the City, define what are important notions to watch in the game design. Consequentially, these are answered in the define step. RQ4 asks for a synthesis, as it combines the aforementioned notions into conditions and criteria for game design. Logically, this research question is answered after the define step, just before the development of the game. The game and its reflection deliver an answer to RQ5, which evaluates whether the game indeed helped to facilitate better interaction. The last research question, RQ6 is answered in the last diamond, section 3, which reflects whether the game indeed helped the design process.

C.1.5   C.1.5 Three diamonds, three products

Every diamond, and thus every section, delivers a product where the next section builds on: section 1 produces the Dialogue Framework, which presents principles and enablers of productive dialogue. Section 2 produces the Dialogue Game, based on the principles and enablers of the framework, and facilitates the productive dialogue. Section 3 delivers a spatial design, which is formed by the outcomes of the Dialogue Game where participants shared their ideas and concerns. The conclusion is based on the reflection on those three outcomes and the process as a whole.

C.2 | METHODS

This research is enacted through a variety of methods (mixed methods): through a mix of qualitative and quantitative data, scientific and from the field, the (design)decisions can be supported. In this part every step of the DD/DBR model is explained including naming the different methods used to find answers to the various research questions. In the thesis parts themselves, the methods are elaborated more detailed: what they entail, why and how they are used, which limitations they have and how these limitations are minimized. In this part, there is an overview of methods per step in the double diamond to show their sequence.

literature study   explorative interviews

C.2.1   Section 1 - Discover

This phase is intended to get broad and divergent insights in the field of dialogue in collaborative planning. First it looks into what the current problems are and where the gaps in academic research exist. Secondly, it uses an exploration of the city context. Next to that, the aim is to formulate a definition of dialogue (as part of RQ1). This is done in part B.4.

By the use of an exploratory literature study and explorative expert interviews the problem field of the dialogue is uncovered, as well as what already exists in the academic field about dialogue in collaborative planning. On the city-side of the diamond, methods as field trips (both alone as with urbanists and project leaders from the municipality), context exploration (mapping) and attending meetings and events about the Schieoevers development contribute to exploring the problem field of the context and the issues the city is dealing with.

literature study   expert interviews   dialogue observations   mapping   document analysis

street observations   street interviews   stakeholder analysis   actor interviews

C.2.2   Section 1 - Define

The biggest variation in methods is used in the define phase of the first diamond, section 1, therefore figure C.2.1 zooms in on that part. In this image, the sequence of the methods is shown as well. Most important in this overview, is how the two worlds – the city and the dialogue – come together. Both of them contain two sets of methods.

Firstly, the dialogue half has the theory pillar (part B On Theory) which contains a literature study and the reality pillar (part D on Reality). 'Reality' in this report speaks about what was found in practice: what do experts say about the dialogue between citizen and urbanist in practice (expert interviews, semi-structured) and how do I perceive it when observing it (through dialogue observations). These two pillars both contribute initial principles for dialogue design. Together, these two pillars answer RQ1 and RQ2.

Secondly, the City half contains the context pillar (part E on context) which explores the context with mapping and document analysis, but also on the street by having informal conversations with users (method: street interviews) and observations on the street (method: street observations). The other part of the city half is about the actors (part F on Actors): here, an extensive stakeholder analysis is done with the use of the results of the previous methods (such as document analysis and dialogue observations), verified by semi-structured actor interviews. Together, these pillars conclude in where spatial issues and actor interest collide (= the City), which answers RQ3.

After the combination and conclusions of the two worlds, they are synthesized: here, the two worlds are combined by looking at which dialogue notions are relevant for this specific context and vice versa, by analysing what this context needs in dialogue. This results in the end of the first section; the synthesis, described in part G, where a design brief is formulated for the to be designed game, which answers RQ4.

literature study   ideation   focus group
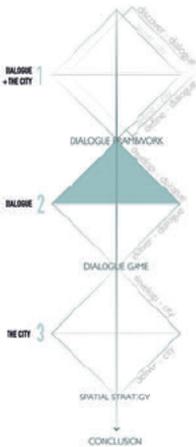
C.2.3   Section 2 - Develop - Dialogue

After the first phase of the section, building an understanding of the city and the dialogue is done more sequential: at this point the design process of the Dialogue Game starts. Of course, the City still has an important influence, as it formulated conditions and criteria for game design. Moreover, as the Dialogue Game was in need of spatial design contextualisation and ideas, this is designed with input from the city side.

With the gathered understanding of the city and dialogue, translated to the design brief - the design phase of the game starts. This step was again of diverging nature, when different examples of games were considered which might fit the established criteria (method: study examples). Through ideation and iteration, the different ideas for a game are shaped. This is also mirrored with a focus group; experts with experience in city making game design.

generic on dialogue | city context specific

PART B: ON THEORY | PART D: ON REALITY | PART E: ON CONTEXT | PART F: ON ACTORS

theoretical framework

dialogue observations (reoccuring)

mapping & doc analysis

stakeholder analysis

expert interviews

actor interviews

street interviews & observations

difficulties of dialogue in practice | where issues & interests collide in Delft

RQ 1 | RQ 2 | PART G: ON SYNTHESIS | RQ 3

The Dialogue Framework: Dialogue Design in Delft

RQ 4

prototyping
tools 1, 2, 3

prototype
test groups

survey

evaluative
conversation

generative
game

C.2.4   Section 2 - Deliver - Dialogue

When choices are made about the general outlook of the Dialogue Game, the testing and retesting starts, by means of prototypes. Every test session has its specific goals which are explained at the relevant subparts in part I. Every prototype test session tests the designed game on three aspects: A. concepts of the Dialogue Framework (as output for the research), B. Game Dynamics (does the game work?) and C. Spatial Outcomes (does the game provide the right spatial outcomes).

mapping

document
analysis

ideation

C.2.5   Section 3 - Develop - City

The Dialogue Game delivers input for the second design process, the spatial design. Through the workshop, participants show which areas are of major concern in the final spatial design. The outcomes of the game are reflected upon and formulated in design principles. After the definition of the vision, the ideation starts; which different alternatives can be designed to answer to their needs? And what is technically possible in this area? Together, this results in a spatial vision.

mapping

stakeholder
analysis

C.2.6   Section 3 - Deliver - City

Subsequently, choices about spatial design are made. All the information of the previous phases is gathered and reflected upon. What do the findings mean for design choices? Are there any promising combinations in design solution which answer multiple challenges? The design will be detailed towards smaller scales, but also how it fits in the city and regional context. Advice for engagement strategies are given, as well as advices on the (participatory) process design, development and phasing. This is the basis of the conclusion of the thesis.

literature
study

C.2.7   Concluding the research

The final step of the thesis consists of a reflection on the whole process: which lessons are learned, what worked and what did not work in this context, and what can be used in different contexts? How did the tool lead to spatial outcomes? Which knowledge is created for the academic field? What is specific for this context and what can be learned in general? Notions about research methodology, aspects of dialogue, the design of the game and the process of spatial design are given. Next to that, what the gathered knowledge means for the role of the urban planner is reflected upon.

C.2.8   Validation strategy

Validation of different methods is covered in the relevant parts. But next to that, it would also be favourable to test the outcome after every section. For the first section that would be the Dialogue Framework validation. Unfortunately, it was not possible to do this validation as another round of interviews would have been too much. The next outcome from Diamond 2, however, the (outcomes of the) designed game are tested through various methods (evaluation, survey and user stories), which are described in more detail in part I.5. The last outcome of this thesis, the spatial design, cannot be validated by traditional methods, as this was a design process in the head of the designer, but it will be reflected upon, this is discussed in the conclusion and discussion. The discussion of the thesis gives more details about the validation strategy, in part M.

C.3 | CASE SELECTION

As described in part C.1, this complex topic needs a system approach, thus a specific case where the research could be contextualized had to be found. Therefore, a collaboration was started with the Inclusive City Hub, which provided the case of Delft Campus station: a transport-oriented inner-city transformation project in the post-war neighbourhoods Voorhof and Tanthof.

Delft South station will be transformed heavily in the coming years. There will be a new bicycle- and pedestrian tunnel and the station itself will be transformed to a proper station with a striking roof, called Delft Campus station. Moreover, the train tracks will be expanded from 2 to 4, and twice as many trains will stop at this station. This development is needed for the growing amount of visitors of the TU Delft Campus and the surrounding companies. However, it is even more important because of all the dwellings that will be built around this area: the province of South-Holland wants to build 170.000 new dwellings, of which Delft will build 15.000. A substantial part is planned around Delft South Station and the Schieoevers Noord. With this development, at least one extra bicycle bridge (the Gelatinebrug) will be constructed (van de Stadt, 2017).

The transformation of Delft South station and the adjacent location of Schieoevers Noord will take place in the next 12 years and the first building activities will take place in 2020-2021. The square and around the station should become a vibrant area by adding functions. This vibrant area should be connected to the adjacent neighbourhoods which are characterized by social housing and minimal difference in typology (post world-war apartments). The new station area should get an urban character: high-dense, with buildings up to 70 meter to fill in the gaps in the housing market: targeted at almost-graduates, starters, expats, as well as people working at start-ups in for instance YES Delft!. Moreover, the municipality of Delft connected with the Green Village, as they have the ambition to develop this area with a zero-energy dwellings and state of the art circular buildings (Blok, Streefland, & Haisma, 2018). On this point, the municipality does not have a clear vision on what they want with the area, except that it should be a new vibrant area which attracts companies and allocates many new residents. They want to do this for and with the current residents and all the affected stakeholders.

With this ambition for participation and sustainability, and the complexity of the development, also the first challenges occur. Next to the municipality, ProRail and the developers of the plot, there are many different owners around the area. In the business park South of the Kruithuisweg alone, there are seven different owners with different opinions. Also the social housing North of the Kruithuisweg houses various owners: next to the housing cooperation, already a few houses are sold to the residents, which creates more different owners to deal with.

The municipality and the developers expressed their willingness to do a participatory process for this political and societal sensitive project, making it an interesting case for testing the dialogue tool. The municipality set the incentive for participation, but left enough gaps open for the others. There

Figure C.3.1 Project location: the Netherlands, South Holland, Metropolis region Rotterdam-Den Haag, Delft. Source: author

is no clear structured plan yet, neither set goals.

This case is of particular relevance, as Delft developed its own participatory process, called Delfts Doen. In a long trajectory of participation about how to participate, the municipality developed this method and is currently testing it in four locations. The development of the method itself shows willingness from the municipality to improve their participatory processes, but more importantly, the method is still in the testing phase and therefore this research can hook into that development: it could contribute to the improvement of the method, as agreed upon during the meeting with project leaders Natasha Viering and Astrid Overvoorde at 26 November 2018.

To summarize, the case of Delft Campus station has been selected for this research for four reasons:
- Citizen involvement: incentive from the municipality to deploy dialogue and improve their methods.
- Complexity of the case: inner-city development with many stakeholders with different interests, political sensitive topic and it crosses different scales (ownership by municipality, province and Rijkswaterstaat).
- Diversity within the group of participants: businesses, citizens, developers, NS/ProRail, municipality, and many others. The project area resembles the "fragmented society", providing a challenge for spatial planning as how to deal with multiple empowered actors (Healey, 2003).
- The participatory process of the Schieoevers took place during the research: which made attending the meetings and doing the observations possible. More so, actor interviewees and citizens could talk about real-time developments and had sincere feelings about the process.

LEGEND

- - - - - Schieoevers project location
○ Train station
Research focus
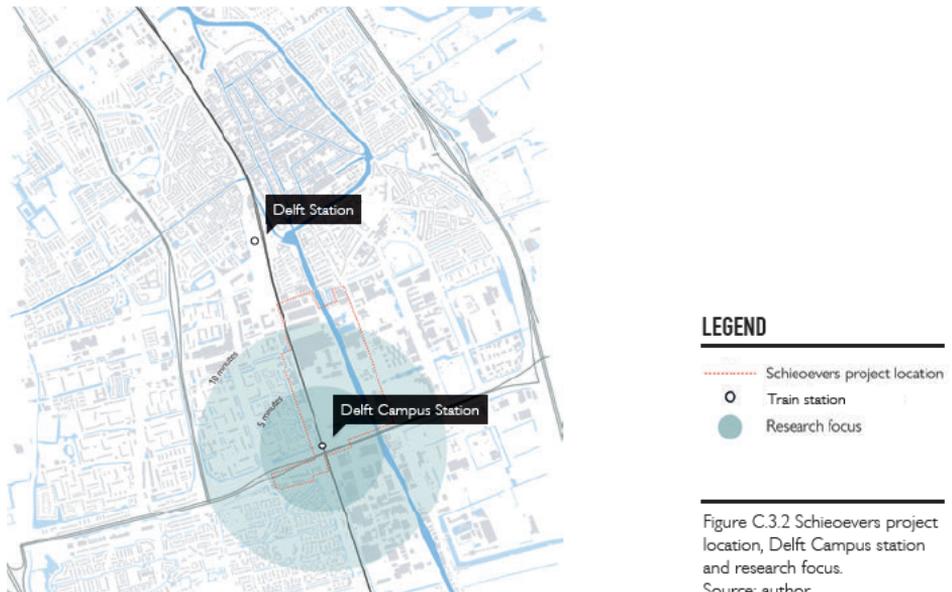
Figure C.3.2 Schieoevers project location, Delft Campus station and research focus.
Source: author

PART D: ON REALITY

As part of the define step of the research, this part aims to converge the gained knowledge in the discover step, towards more defined terms for the tool design, as highlighted in figure D.1.1. With the expert interviews and dialogue observations, the author gained understanding in how dialogues in participatory processes work in reality, rather than mere theoretical comprehension. In this way, this part attempts to answer the RQ1: "What is a productive dialogue and in which positive outcomes and process benefits can it result?" as theoretical notions will be put in perspective. And RQ2: "What are enablers for productive dialogue and how are they used in practice?" as the practitioners know what happens in real-life cases.

Firstly, the theoretical definitions from the previous part B are revised with the notions of the experts in part D.2. Thereafter, a conclusion is drawn from the discussions in the expert inte0rviews about where participation and citizen dialogues should be used for in part D.3. It will form the basis for the goal where the communication tool is designed for. Then, following from the analysis of the interviews, most important enablers and barriers for dialogue are formulated, in part D.4, following the structure of the theoretical framework which is build up in part B. These results are discussed in the next subpart D.5, where theoretical perspectives are added and the dilemma's between theory and practice are presented. To conclude in part D.6, where the implications for tool design are stated.

| RQ 1 | RQ 2 | RQ 3 | RQ 4 | RQ 5 | RQ 6 |

D.1 | METHODS

what

why

In this part, the methods expert interviews and dialogue observations are used. The aim of the expert interviews was to explore the relation between theoretical findings and situations in practice. Next to that, experts' approach to city dialogues in practice and which enablers and barriers they encountered during their professional career is quiered. The experts delivered a more extensive understanding of the different enablers of dialogue and how to design for them in practice. Observations gave insights in the barriers in practice, but cannot be compared to each other or to the expert interviews strictly speaking. However, their aim was to serve as experience in practice, inspiration or as illustration for the author to put the theoretical framework and expert statements in perspective. Moreover, it enriched the author's view on the behaviour of the municipality of Delft during those dialogues and the attitudes of other stakeholders (used in part F, where the stakeholder analysis is done).

for
what

how

The semi-structured interviews were processed by transcription (using Otranscribe) and several coding rounds (using NVIVO), in open and axial coding. For preparation, processing and coding tree, see appendix ii. As the observations were done at a real (precarious) project of the municipality of Delft, it was not allowed to use audio or other recording media (photos, video), as that would interfere too much with the process. There was no consent signed by participating parties. Therefore, observations were done by keeping a log journal, writing down occurrences that confirmed or opposed the different found principles and enablers for productive dialogue.

when,
how
many

The observations were interspersed with the 9 expert interviews (all held in the week of 4th of March), as the observations were a part of the real-time participatory process of the Schieoevers. This is a lengthy participation process with 9 attended meetings throughout the entire graduation research year, see figure D.1.3 for an overview. As more and more knowledge was obtained about city dialogues, insights during dialogues observations grew. Because of that fact, however, data of the different dialogues cannot be compared as different lens was applied every time.

where
from

The expert interviews are held with 9 experts, ranging from academics to urban planners or communication professionals with rich experience in participatory processes. The dialogue observations were all part of the Schieoevers project and took place on different locations in Delft, see figure D.1.3. Some of them were open for everyone who was interested while some were closed meetings directed at networking with people from the field (Watertorenberaad) or directed at the direct affected groups of a sub-area ("neighbourhood talks").
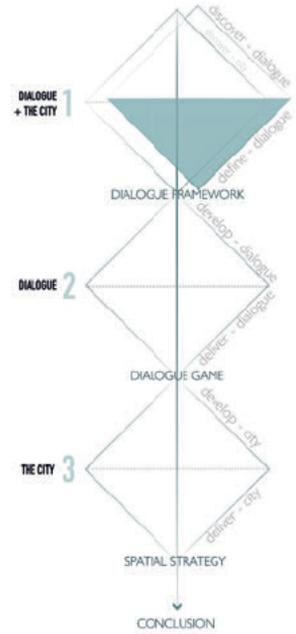
Figure D.1.1 Part D is in the define step of the first phase of the double diamond.
Source: author

Figure D.1.2 Part D methods.
Source: author

Figure D.1.3 Dialogue observations time-line.
Source: author

D.2 | DEFINITIONS IN PERSPECTIVE

In the theory part, part B, the definition for productive dialogue was exhibit as follows:

> A multi-dimensional and dynamic process of developing a shared understanding. This is different than a discussion, as it is about producing new ideas which cannot be found alone, rather than defending current thoughts. To make dialogue genuine, stakeholders have to take responsibility to truly understand the thoughts and ideas of others, to produce effective outcomes. And in this way the process of interacting it is not just gathering information for planning professionally. This brings added value for solving complex problems, by creating mutual understanding and learning.

An important notion is the one of mutual understanding:

> Shared understanding simply refers to the amounts of knowledge that are become common to interlocutors, partly as a result of the communicative process itself.

But: if people understand each other, it does not necessarily has to mean that they agree.

The experts in the expert interviews illustrated their ideas on what a productive dialogue is and what mutual understanding meant for them in practice. Therefore, the theoretical findings in part B, are altered with the findings in this part .

D.2.1   Definition of Productive Dialogue

The experts confirmed the thoughts about exploration of ideas and thoughts, which is more important than having an discussion about what is right and what is not. And when there is an exploration of thoughts, there also has to be admitted that the only thing that we are right about, is that we all don't completely know how the complex system of the city is working. So in a dialogue, people learn from each other by explaining each other their different perspectives. Dialogue is about a deliberate exchange of thoughts and which cause both parties to be changed afterwards, changed in their perspective, through the process. And in the word exchange there is already the notion of mutuality, so a certain two way traffic:

> *"We deliberately mention that we go into dialogue when perspectives are exchanged. And within qualitative exchange the user's experience is taken in account as well […]. And that is where we watch for in our processes, avoiding one-way traffic."*

> Urbanist (JA)

Just opposing each other's arguments does not really help then. But being open about arguments is: to let the other in the dialogue know why one thinks a certain way, when people consider and weigh up each other's arguments and go along with each other's way of thinking. Then, people get to know what their own ideas by framing and reframing of their utterances, and being able to talk about it in reasonableness and considering it in forming an opinion on the decisions. Dialogue then, is an exploration of the examination of our joint lack of knowledge:

[1] "We noemen het ook expres dialoog als er uitwisseling plaatsvindt tussen perspectieven. En bij kwalitatieve uitwisseling is er ook die van de gebruikers' beleving […]. Dat is waar wij voor waken in onze processen, dat het niet eenrichtingsverkeer wordt."

"'In confusion we are one', so a productive dialogue is where you dare to examine your lack of knowledge together, and trying to grasp that. Where I also think that in a productive dialogue – following from the 'in confusion we are one' – both participants must be willing to let go of their sacred cows."

<div align="right">Urbanist (KB)</div>

This admitting that you might not know everything and letting go of sacred cows is something what practitioners find difficult, the expert interviewees explained, a concepts that will be explained more detail in the enablers and barriers of productive dialogue in part D.4. Important to note is, that just like in the definition of mutual understanding as listed above, people do not necessarily have to agree in dialogue, so being willing to let go of your sacred cows, does not by definition mean that you have to go with someone others' beliefs. It is about the willingness to go along with someone's thinking or explore whether one could agree on a certain measure each for own reasons:

"The purpose of dialogue is not necessarily to get people to an agreement. You could agree with a certain measure for completely different reasons than I. So you explore how a problem can be solved for you and for everyone. So that is not much like consensus where all noses having to point in the same direction. That is not part of a dialogue. Because in a dialogue you assume that people think differently and that is supported."

<div align="right">Academic communication (NA)</div>

Here again the multi-subjectivity setting comes around, as the differences between people are an important notion for the dialogue.

Next to that the experts confirmed the definition of dialogue, also some opposed theoretical findings, as the rather abstract concept of dialogue, is not always something what would work in practice. The dialogue requires some sort of free flowing space, without boundaries of time and space, but in real planning process, this is literally not the case:

"If you look to the dialogue and its principles from a philosophical view, Socrates' conversational theory etc., then it is about being open and selfless and very explorative, able to accept anything. The dialogue assumes a kind of free space, as they call it. You may wonder – talking about dialogues in spatial planning – it is really not that free., it is very much interest-based. So actually quite literally, there is no such thing as a free spatial frame."

<div align="right">Academic Communication (WB)</div>

In spatial planning and especially in a densely populated territory as the Netherlands, space is not free to fill in and talk about like anything can happen. In spatial dialogues, there are tons of limitations because of space, time, power and money. So assuming that one can go into conversation with the citizen about anything in a free flowing space, would contradict the notions of transparency and openness. Practice sometimes also has to be pragmatic than, although that might hurt the dialogue principles. The same happens when the dialogue principles state that there should be no focus on a certain outcome, as that might hurt the free flowing exploration of ideas:

[2] "'in verwarring zijn wij een', dus een productief dialoog is waar je samen durft te onderzoeken wat je nog niet weet, en daar probeert grip op te krijgen. Waarbij ik dus ook vind dat een productief dialoog, en dat zit in die 'in verwarring zijn wij een', moet je dus alle twee je heilige huisjes durven loslaten."

[3] "In een dialoog is het niet per se de bedoeling dat mensen het eens worden. Jij kan om heel andere redenen dan ik toch het eens zijn met een bepaalde maatregel. Dus je exploreert hoe een probleem kan worden opgelost voor jou en voor iedereen. Maar dat is dus niet zozeer het idee van consensus waar alle de neuzen dezelfde kant op staan, en dat hoort eigenlijk niet bij een dialoog. Want in een dialoog ga je er vanuit dat mensen verschillend denken en dat mag ook."

[4] "Als je kijkt naar de dialoog en de principes van dialoog vanuit de filosofie, het socratische gesprekstheorie enzovoort. Dan is het heel erg open en belangeloos en heel erg exploratief, van alles kunnen aannemen. De dialoog die veronderstelt een soort vrije ruimte, noemen ze dat. Je kunt je afvragen - als het over de ruimte gaat - eigenlijk is die ruimte niet zo vrij. Eigenlijk is die definitie is er vrij letterlijk, dat de ruimte niet vrij is."

"I think it is important that in the participants' perception it has been an effective conversation with results. And that those results contributed to the total process, because a dialogue is never a one-off, that it added to progress of the process, process content, and the relationship."

Academic Communication (CB)

In reality, people want to know why and what they are contributing to the design process, so what is deriving from the dialogue should be clear and communicated, beforehand and very clearly afterwards. So on the end, the dialogue has an explicit outcome and goal.

D.2.2   Definition of Mutual Understanding

In the theoretical exploration of dialogue, the concept of mutual understanding was an important one, as when mutual understanding would be reached, change would take place more easily as utterances are more easily communicated to higher levels in plan making. In this subpart, the expert ideas' about mutual understanding are explored.

For the interviewees, mutual understanding is about realizing that there are other perspective than only yours, and that you understand why someone has that other perspective. Many interviewees mostly mentioned misunderstanding people about situations and others, as stakeholders just never meet, never speak to each other. They create mental models of the other person and they do not renew them along the way. And that is why those debates polarize. Mutual understanding then, is something where people see that the in their eyes unwanted opinion, comes from somewhere:

"And again, you do not have to agree but by seeing 'you are human too, you are not simply an abstraction of something, you are doing something with a lot of passion and principles, from that understanding that is created, incentivises a stronger kind of admissibility, an understanding."

Academic Communication (WB)

So mutual understanding is about permissibility: understanding why someone thinks the way he thinks and which mental models are behind those ideas. So it is important to make your choices transparent, explain choices, why they are as such. So the why-question is essential for dialogue and mutual understanding.

What is more, an essential part of trying to understand each other, is also about realizing that you have a certain bias, in order to reach the permissibility. Realizing that as urban planner you have thought about something for a long time, but with your background and ideas from other places, which cause you to have a certain bias:

"The basis of mutual understanding, is acknowledging that the other is not keen on change."

Urbanist (KB)

The other party, in this case citizens, did not study the place from the perspective of new opportunities and change. They might lived there for a longer period of time and are comfortable with the way things are now, so when presenting new ideas or ambitions and hoping for understanding for those ideas, the urban planner must acknowledge that that is a certain bias he has which is always focussed on change.

The interviewees questioned however, if complete mutual understanding was always necessary:

> *"I think that especially for the longer running processes, which you are working on, understanding is important, but sometimes it is missing. And I wonder whether understanding is always necessary to proceed. […]. The conclusion there [in that project] was, we have to think of solutions together, which also fit in within the frame of each other."*
>
> Academic Communication (CB)

What this expert tried to say was, that not everything has to be understood by everyone, as some views may be hard to imagine for the other. But the understanding is rather about which frame of reference someone has, and that solutions where people come up with together, fall within that frame of reference. And for that you need at least a partial understanding where someone is coming from.

Since understanding in communication involves understanding each other and each other's contributions to the communicative exchange, shared understanding simply refers to the amount of knowledge that has become common to interlocutors, partly as a result of the communicative process itself (Linell, 1995). However, in a world of multiple social realities, utterances can always be understood in different ways, and understanding is necessarily partial and fragmentary (Linell, 1995). So the goal of the communication tool should be to understand each other well enough for current purposes.

[8] "Ik denk zeker voor langer lopende processen en daar ben jij ook mee bezig, dat begrip belangrijk is, en soms is het er ook niet. Ik vraag mezelf af of begrip altijd nodig is om verder te komen. […] De conclusie was daar ook, je moet oplossingen kunnen bedenken met elkaar, die ook in het frame van de ander passen."

D.3 | PURPOSE OF PARTICIPATION

As stated in the problem field as first chapter of this research, part A.4, participation is often used for the wrong means. Mainly focused as routine to gain support for political solutions or even as window-dressing. To give an answer to the second part of research question 1: ""What is a productive dialogue and in which positive outcomes and process benefits can it result?", this subpart shines light on the practitioners view on the purpose of participation: why should it be employed, and for what outcomes? From theory, as named in part B.4.4, the following important outcomes of participation were listed:
-        Gaining a multi perspective view on the case, problem
         statement or solutions
-        High-quality agreements and innovative strategies
-        Novel ideas and creativity
-        Reciprocity and mutual understanding
-        The ability to work together
-        Social learning takes place and social capital is created.

As can be seen from this list, gaining societal support for planning decisions is not listed here. Therefore, the expert interviewees were asked about their views on that:

> *"Well, I think public support means that everyone agrees with what is going to happen. But that is not feasible. It is feasible, however, to get people to understand what is going to happen. So public support where everyone is happy with the new changes, is – I think – quite unrealistic. Although that is something to strive for of course. But I think that if local residents understand why something is about to happen, they will be at peace with it.*
>
> Urbanist (EW)

So, gaining public support should not be a goal on itself, but something that results from the participatory process, if executed well: than a certain understanding about choices will be gained. That is something different than "gaining support in order to let people legitimate political decisions", as that is not sincere. It is about people truly understanding the choices made. Having everybody agreeing, is then almost something theoretical, and also unnecessary and unrealistic if compared with the dialogical principles: everyone is different in their world view.

> *"Are development and our practice, it is said that it is about consensus and coming together in the middle et cetera. But in all these years and the cases I have worked on, I have never found a case that everyone agreed on the plans. So everyone agreeing is theory, it simply does not exist.*
>
> Urbanist academic (TD)

Thus, the goal of participation should rather be to get people to understand why certain choices are made or will be made, and understand their perspectives of those choices, and being able to make amendments because of that.

As public support is then also about fair treatment: when participants feel like they have been treated fairly, and their ideas have been included

[9] "Nou ja, draagvlak, ik denk dat draagvlak betekent dat iedereen het eens is met wat er gaat gebeuren. Ik denk dat dat niet haalbaar is. Maar het is denk ik wel haalbaar om men te laten begrijpen wat er gaat gebeuren. Dus draagvlak in de zin dat iedereen er blij mee is, ik denk dat dat vrij onrealistisch is. Al wil je daar natuurlijk wel naar streven. Maar ik denk dat mensen in de buurt begrijpen waarom iets gaat gebeuren, dat ze er ook sneller vrede mee hebben."

[10] "Gebiedsontwikkeling en onze praktijk, wordt nog wel eens gezegd, dat is een consensus en polderen en dat soort zaken. Maar ik ben in al die jaren en die cases die ik heb onderzocht, nog geen enkele case tegen gekomen dat iedereen het eens was met de plannen die er waren. Dus dat iedereen het eens is theorie, dat bestaat gewoon niet."

in all reasonableness, but not chosen as there are many other views and stakeholders which they can understand, they might not agree but still support the decisions. Then, support is not gained by deceit, but by a transparent and open attitude in conversation.

As result of that, as already listed above in the theoretical findings, trust and stronger relations are a logical consequence from the process. Planners and public officials often name that as the goal for public participation, but as they often focus on the wrong means for participation, it rather ruins the mutual trust and relation with the public:

> *"Those co-creation projects are meant for solving concrete problems but they are also there to improve the relationship between citizen and government, to advance the trust or enhance better communication. But that [wrongly used participation] is then truly disastrous."*
>
> Communication academic (CB)

As the planner could literally change their world in their backyard, and urban plans could have such radical consequences for people daily life, it is not more than logical that people react forceful to change. Actually, it is a quite simple philosophical idea about why planners should employ the dialogue, in order prevent that forceful reaction:

> *"Where are we on earth for – as planners/designers, who create landscapes for people,. How could it be that we do not involve those people in creating the landscape? But only reason on what they might want to. And fill it in for them. While the most simple way is just by asking them."*
>
> Communication academic (WB)

Then, when participation is well-executed and sincerely asking for the citizens views and ideas, fairly weighted them and clearly explained why they are included or not, people will give you mandate to make decisions:

> *"… then it can bring you a lot of advantages. Then, you will receive the mandate to make the right decision. Like, well, you now heard all different sides of the story and we know that you will push for the different interests, so do with it what you think is best."*
>
> Urbanist academic (TD)

A certain legitimacy is gained for the decision making. As, in the end, the expert interviewees all agreed on the fact that participation is most important for the enrichment of the problem statement, ambition or design choices by the multi-perspective view one gains when employing a dialogue. As in working alone, the planner/designer would easily have things overlooked, which he did not get directly from his perspective. And by discussing the ideas or design with various people, things come to the surface which would enrich the problem statement, ideas or decisions. And then, because the planner heard explored different world views and realities, it makes easy decision making. As an urbanist interviewee formulated:

[11] "die co-creatie en participatie processen zijn om concrete problemen op te lossen maar ze zijn er ook om die relatie tussen burger en overheid te verbeteren, om iets te doen aan dat vertrouwen of aan het verbeteren van contact. Ja dan zijn dit soort dingen echt funest."

[12] "waartoe zijn we toch op aarde, als wij planners/ontwerpers, die landschappen maken voor mensen. Hoe kan het dan zijn dat je niet de mens meeneemt, maar steeds alleen maar gaat bedenken wat zóuden mensen willen. Dan ga je zelf het zitten invullen terwijl de makkelijkste weg zou zijn om het gewoon even vragen."

[13] "… dan kan dat heel veel winst opleveren. Dan krijg je ook het mandaat om het juiste besluit te nemen. Zo van, je hebt nou alle geluiden gehoord en we weten dat je er voor staat en je hard maakt voor onze belangen, dus doe er maar mee wat je goed vindt."

"As I am truly convinced that design can solve so many things. But as the problem statement is often to narrow [not well informed from all different sides], design and plans often miss the point. If there is a considerate problem formulation, however, which is very enriched [by all different stakeholders], then design can bridge and solve a lot.."

Urbanist (KB)

Design is a powerful tool where promising combinations can be found by the explicit and implicit notions can be found. Participation, then, is the tool where these different notions which together form an approximation to reality can be found and explored.

D.4 | ENABLERS OF PRODUCTIVE DIALOGUE

This subpart, which is about the enablers of productive dialogue, will focus on the results from the expert interviews. Previous subparts had a rather explorative character where ideas about the meaning of productive dialogue and why participation should be employed were illustrated by quotes of the interviewees, but this subpart takes a more systematic approach: by means of open and axial coding, 8 enablers and many constructs were found in order to answer the second research question: "what currently hinders urban planners in their efforts to realize a productive in practice and which of those barriers could be tackled?". This subpart presents the results of the coding of the 8 enablers and their constructs.

D.4.1 The results

The observant reader may notice that suddenly, there are 8 enablers instead of the 7 as named in theoretical exploration of enablers done in part B.5. This is because the enabler "willingness" contained had a tremendous amount of notions and so many different constructs, that there has been decided to split that enabler into 2 enablers: willingness focussed on the self (called openness) and willingness focussed on the other (altruism). After the presentation of the results of the enablers and constructs as a whole in the table below, the meaning of these different enablers will be explained in more detail.

This subpart will only present the results of the coding rounds and give a brief explanation of the author's definition of the different enablers, illustrated with quotes of the interviews. In next subpart, part D.5, the results will be discussed. A full list of all codes can be found in appendix iii. As said before, 9 expert interviews were conducted.

Node	No. times mentioned	No. interviewees
1. Frames	33 (sum)	9
Dialogue principle, free of frames	3	3
Flexibility of frames	4	4
Frame of decisions, solutions, limitations	8	6
Frame of the goal of the night	9	5
Frame set by government ánd participants: influence on process	1	1
Frame the case, scope, being specific	5	5
Use frames to stay to the point	3	3
2. Transparency	36 (sum)	9
Summarize outcomes on the end	2	2
Transparency of the process	9	5
Transparency of thinking steps	12	7
Transparency of what happened with input (afterwards)	11	6
Transparency what happens with input (before hand)	4	4

Node	No. times mentioned	No. interviewees
3. Information provision	30 (sum)	9
Bigger picture - collective interest or needs	2	2
Bigger picture - complexity	5	4
Bigger picture - plurality of stakeholders opinions	2	2
Common starting point	10	6
Complexity - abstract content	6	4
Complexity - value people	5	3
4. Shared language	18 (sum)	6
Being explicit	3	2
Learn to understand each other's or a shared language	4	2
No Jargon	5	3
Visual Language	6	3
5. Equality	26 (sum)	8
Difference in proficiency or knowledge	5	3
Equality in influence, role or power	5	4
Equality in time or voice to speak	13	7
Different people different approaches	4	3
Everyone has own truth	3	3
6. Safety	35 (sum)	9
Not to hurt vulnerable identities	3	1
Safe neutral place - people	9	5
Safe neutral place - space	5	4
Safe situation - not needed to step outside beliefs	3	1
Safe situation - say anything you like	4	3
Trust - in executing people	3	3
Trust - in institutions	2	2
Trust - in process	3	2
Welcoming and comfortable	3	2
7. Altruism	62 (sum)	9
Caring, willingness to take action	8	4
Empathy understand situation or role	15	8
Linking opportunities	2	2
Listen	12	5
Openness to present self, non-strategic behaviour	4	3
Show interest, wanting to know	7	4

Node	No. times mentioned	No. interviewees
Sincerity, integrity, honesty	12	4
Take comments seriously	4	4
8. Openness	54 (sum)	9
Openness - for change, flexibility	11	5
Openness - for change, new ideas	6	5
Openness - for other values, being vulnerable	1	1
Openness - for other values, let go of ego	7	3
Openness - for other values, to new constructs	31	9

As can be found in the table, all main enablers are named by all interviewees, except from 4. Shared Language (6 interviewees) and 5. Equality (8 interviewees). Unless the enabler Willingness was split in Altruism and Openness, these were still the most mentioned enablers. Important to note is that those enablers are the most "human character traits" like: something which is hard to prepare for or facilitate, as it is dependent on the person providing the interaction.

Figure D.4.1 The Dialogue Framework with details. Source: author
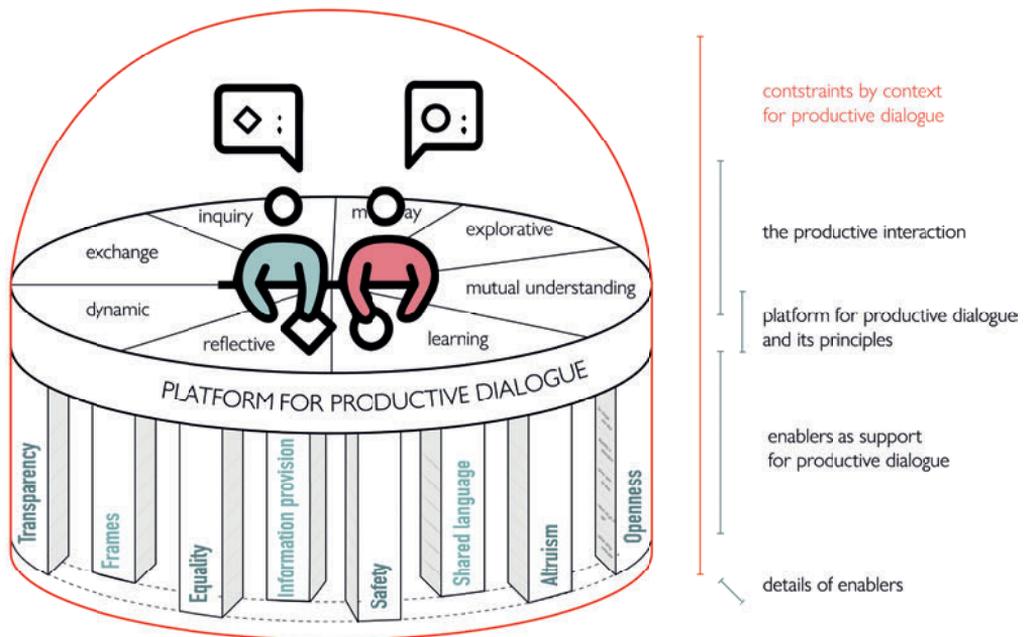
D.4.2   Brief insight in the results and meaning of 8 enablers

1. Frames

The first enabler to be named is "Frames". Frames here is not relating to the framing and reframing as mentioned earlier, but the framework or boundaries of a project and conversation. Setting frames is about giving boundaries where to talk about or what is up for discussion or not. That can be in topic or in solution, for instance that there is no other solution than densification.

> *"So you state this is the case." BP: "Yes, but not too bluntly. You explain for instance that it cannot be done otherwise. You can also do that as a thinking exercise. If we start from this frame, how are we going to do it? So when stating a frame, you are not only stating that it is going to go like that, but also show how that frame has come to life. What also works is that you show the pluses and minuses of the different variants."*
>
> Academic Communication (BP)

Frames is in that sense strongly linked to the enabler Transparency, as there has to be transparent about how the frames came to life. As shown in the quote above, showing what your considerations were is important in the perceived fairness of the frames and understanding.

This might look like it would not correspond with the theoretical findings of the philosophical definition of dialogue which should be free of frames, but in practice, as the interviewees stated, keeping these frames are important to keep the conversation effective, keeping the conversation to the point. As in the previous section also is said: the dialogue in practice does need to have an intended outcome, and thus frames to keep the conversations to the point, otherwise the planner might end empty handed, which disappoints all the participants: the planners as they do not have something to work with and the participants as they did not contribute to something constructive; people want to know where they spend their time on and why:

> *"I also think it is important to have a dialogue that - a non-open ended conversation - you should always work towards the next step. If only small. The next step could be, like, we still need another conversation or the two of us are going to look: here we have an uncertainty, should we do a joint research? That can also be an outcome."*
>
> Academic Communication (NA)

And an outcome of a conversation can also be: the frames are set too strict and should be more flexible as our problem statement was not formulated right in the first place. Important is then, that the frames have to be set carefully in order to indeed come to generative dialogue. In many participatory processes the frames are set too strict or inflexible, as municipalities not only determine the borders of the plan area, but also determine the fixed process. Citizens should also be able to have some influence on setting the frames of a process: how things are discussed.

In determining where to talk about and the scope of a project, it is important to keep track about the (integer) choice about what people have a say: what

15   I: Dus je stelt dus dit is de casus. BP: Ja maar dan niet bot he. Maar dat je uitlegt, het kan gewoon niet anders. Dat kan je ook als denkoefening doen. Als we hiervan uitgaan, hoe gaan we dat dan doen? Dat je niet alleen zegt gaat gebeuren maar dat je ook laat zien hoe dat frame er kwam Wat ook werkt is dat je de plussen en minnen van de verschillende varianten laat zien.

16   "Een dialoog vind ik het ook belangrijk dat - laat maar zeggen niet een vrijblijvend gesprek - je moet altijd toewerken naar de volgende stap. Als die nog maar zo klein. Een volgende stap kan bijvoorbeeld zijn, weet je, we hebben nog een gesprek nodig of we gaan met z'n tweeën nou kijken: hier hebben wij een onzekerheid, zullen gezamenlijk onderzoek doen? Kan ook"

is in the collective interest and is non-negotiable (e.g. the broadening of a dike) and where can we learn from the experience of the daily users? Frames are then also about the common understanding about what the problem and case is, which is about to be discussed .

2. Transparency
For the participants and thus their contribution to the conversation, transparency about the process (when and how will there be a moment for participation), goals and frames and thinking steps as named above, is important.

> *"He [my graphic designer] shows his own thinking process, so he says; Look, this is the matter. Then I made this but then I couldn't do this anymore so I had to do this. That is how you take people with you. He made certain choices, and made that explicit and at every step he tried to take people into his logic. That works much better than if you would say, this is the design. People will then fill your thinking steps in for you, mostly not positive, so you have to get people involved in your thinking process."*

Academic communication (NA)

In the illustration above, participants will understand certain choices better, thus new worldviews and a better exchange. If participants feel like information is hold back, distrust emerges which is harmful for the conversation. Therefore, this enabler is strongly linked to the enabler of Safety, as Transparency has all to do with trust and how safe people feel to say anything they like. If participants have the feeling municipality or planners hold information back, they will also feel compelled to speak in antagonizing or strategic terms. Then, this enabler has also a lot to do with the enabler Altruism: the openness to present self.

> *"I think it is always important to play open card with people. And that you are honest about your motivations. As soon as residents get the feeling that things are being withheld or deliberately not being told, the distrust comes into such a process."*

Urbanist (JA)

Next to that, stating what happens with the input (beforehand) - in order to make the goal clear - and afterwards what happened with the input – showing that comments are taken seriously, and if it was not possible to take them into account, why – is of particular importance for the participants: they do not necessarily want to have their ideas or views to be right, but they want to be sure that they are honestly treated and then the acceptation of a certain decision will increase.

> *"Citizens understand quite well that not everything they say is copied 1 on 1 into plans or that something they say is tomorrow in a spatial plan. But it has to do with sensing very carefully how the expectations are: what is about to happen. Be honest about where they have an influence on and what not: who will decide about what. That has to do with clarity and transparency."*

Academic communication (WB)

Summarizing all the statements on the end and therefore show how the mentioned comments are reframed and will be taken with the urban planner, to manage these expectations, also contributes for how participants perceive if their comments are taken seriously.

3. Information provision

A rather pragmatic and not so often named, but named by every interviewee, enabler was information provision. Information provision is about showing the participants which (complex) problem is at the table and to which bigger picture a possible solution contributes. Corresponding with the principle of the dialogue to explain your views and ideas, one must explain its complete frame of references, which for the urban planner means to which bigger picture and complexity a plan responds, as well as the plurality of views of other stakeholders. This results in a common starting point, as already shortly touched upon at the enabler Frames: a common understanding of what the problem is in the first place.

> *"And on the residents' side, that is also how you facilitate people, you optimally enable them to understand where it is about. And it is sometimes difficult to ensure that people take a better look. But make sure you enable people to know why it is done this way or why you think should become this way."*
> Academic communication (BP)

As stated in the in problem field in part A.4, planners are often sceptical about the capability of participants to understand the complexity of a project, and only thinking from their own frame of reference.

> *"You know, in most cases it's not a problem for people to understand, because people aren't stupid. But people often resist. People often have a different problem definition because it fits better with their situation and their solution."*
> Academic Communication (NA)

The expert interviewees, however, stated that people are perfectly capable of understanding the complexity of a project, so you have to value them:

> *"Yes, otherwise make it too banal. You can choose between a red or a green cycle path, then we will choose where it is located. Well, no?!"*
> Urbanist (KB)

If people do not agree with a plan, that does not necessarily mean that they do not agree, they might just have another perspective on the problem and thus solution, something that in a dialogue can be explored. Same goes for the abstract content of a project, like time and space and one's imaginative capacity. Of course, participants do not have the same skills as an urban planner in this, but there are multiple tools to make this abstractness explicit and to activate ones way of thinking.

> *"So make it concrete. Also link problems to people. Where people are actually interested in. "*
> Academic communication (NA)

20 "En aan de kant van de bewoners, dat is ook hoe je mensen faciliteert, is je hen optimaal in staat stelt om ook echt te begrijpen waar het over gaat. En dat is soms het moeilijk, om er voor te zorgen mensen zich gaan verdiepen. Maar dat je mensen in staat stelt om te weten waarom het gedaan wordt zoals men het voor ogen heeft of waarom men denkt dat het zo zou moeten worden."

21 "Weet je, in de meeste gevallen is het helemaal geen probleem voor veel mensen om het te begrijpen, mensen zijn namelijk niet dom. Maar mensen hebben vaak een verzet tegen. Mensen hebben vaak een andere probleem definitie omdat die beter past bij hun situatie en hun oplossing."

22 "Ja want anders maak het te banaal. U mag kiezen tussen een rood of een groen fietspad, dan kiezen wij wel waar het ligt. Nou, nee?!"

23 "Dus maak het concreet. Koppel problemen ook aan waar mensen mee zitten. Waar mensen wel in geïnteresseerd zijn."

4. Shared language

Also a pragmatic, not so much named, but easily overlooked enabler is shared language. As professionals, urban planners have an own jargon and concepts that are logical for them. In their world, these concepts or solutions to certain problems are easy as that, but for people outside the planners profession, these concepts are vague and abstract. It sounds logical, but is so easily overlooked, as one lives in their own frame of reference with colleagues which will also easily overlook the terms and jargon. Without making it childish, explaining the thinking steps of a concept or an image, breaking down the complexity of a term, just like "you would explain it to your neighbour". Therefore, this enabler also has to do a lot with the enabler Transparency. Also when translating back the result of a meeting, this has to correspond with the language of the meeting, just like the example an interviewee gave:

> "…but of course could the participants not trace at all - even though they were invited - what they had said and where those comments had gone. And how it had landed in the way of talking of the city council meeting, in their inner world, where it had ended up."
>
> Academic Communication (CB)

A shared language also means the visual language. For developers images maybe have to be attractive and persuasive, but when having a proper dialogue, this visual language has to be clear and understandable. Especially in visual language, urban planners and designers have an own language that is logical for them, but colours, logos and sets of lines might mean something different to others.

> "And it's also about portraying things in the right way. How can you visualize things in a way the users understand? Because the average urban development plan is not necessarily made to understand by residents, mostly for developers. In order that municipalities can enter a discussion with developers, so they can show a flashy presentation; something where they can put their money in."
>
> Urbanist (JA)

Being in a dialogue also means learning each other's language, as it is also an exploration of discovering what of description people have to a certain concept. The planner/facilitator then also has to be sharp to notice if people are talking about different concepts with the same words, a moment when misunderstanding occurs. Continuously reassuring, summarizing and confirming if people understand the same thing, is important.

> "The stakeholders must be invited and facilitate them to make their framework or perspective explicit."
>
> Urbanist (JA)

So being explicit is also a part of a shared language. Public officials may sometimes hide between vague terms or global promises, but that hinders the genuine dialgoue. Strongly linked to the enabler Transparency and Altruism (openness to presents self), people will not open up and explain

[24] "Maar die konden natuurlijk volstrekt niet herleiden - ook al waren ze uitgenodigd - wat zij hadden gezegd waar dat gebleven was, en hoe dat in de manier van praten, in de binnenwereld, waar dat terecht was gekomen."

[25] "En het gaat ook om dingen op de juiste manier verbeelden. Hoe kun je dat soort dingen zo ver-beelden dat gebruikers dat ook begrijpen. Want de gemiddelde stedenbouwkundig plan is niet per se gemaakt om de bewoners te begrijpen, vooral voor ontwikkelaars. Dat gemeenten met ont-wikkelaars in gesprek kunnen gaan, dat zij een flashy presentatie kunnen laten zien; van kijk hier moet je je geld in stoppen."

[26] "De stakeholders moeten uitgenodigd worden om hun kader of een perspectief expliciet te kunnen maken."

their views, if others are not explicit about what they mean, as that implies a certain distrust.

27 "....willen mensen zich ook niet volledig uitdrukken, ze houden zich bewust een klein beetje op de vlakte. Ik kies voor algemene bewoordingen, en niet wat er onder zit wat er achter zit. Je weet vaak zelf niet goed om dat te zien, om het te verwoorden, of je wil het niet verwoorden."

"People also don't want to express themselves fully, they consciously hold themselves a little back. I choose general terms, but leave behind what's underneath. You often do not know yourself that well to see that, to put it precisely into words, or you do not want to put it into words."

Academic Communication (BP)

5. Equality
The enabler Equality is about the equality in conversation. Every participant should be able to express their ideas and views in the dialogue, no one has more right to speak than another:

"… where there is actively searched for other sound. So if someone in a group says "this is ridiculous!", truly search for: okay, but are there also other ways to look at this? What do you think others may think of this?"

Academic Communication (CB)

28 "Waar er ook actief op zoek gegaan wordt naar het andere geluid. Dus als in een groep wordt gezegd "het is terreur!", echt op zoek gaan, naar is er ook iets anders: ja maar … zijn er ook niet andere manieren om er naar te kijken? Wat denk je dat anderen er misschien van denken?"

In the pursue for equality of conversation, it does not mean that people are alike: the differences as stated in the principles of dialogue, are most important. So everyone is equal in the way that everyone has his own truth, and one truth is not more valuable than another:

"And again, the norm is that nothing is stupid. So you help people to overcome that."

Academic Urbanist (TD)

29 "En nogmaals, de norm is niets is dom. Dat je mensen helpt dat te overwinnen"

However, complete equality is of course not possible, as there will be always a certain power distance, proficiency and knowledge difference, et cetera. Making sure that these differences are as small as possible in the conversation, is something that should be strived for. One way to do that is to approach the different people in a different way: some people easily speak up and should maybe be tempered to give voice to others, others might just want to first think for themselves and write something down, before commenting:

30 "Volgens mij moet je daar altijd zorgen voor werkvormen dat iedereen gehoord wordt. Daarom vind ik de geeltjes voor de stille brainstorm een fijne methode, omdat ik in ieder geval van iedereen iets op haal"

"I think that you should always have working methods which facilitate that everyone is heard. That is why I like the method of a brainstorm with those sticky notes, because I can extract something from everyone."

Urbanist (KB)

6. Safety
The enabler Equality and making sure that everyone is heard, has a strong link with the next enabler: Safety. If all different people need to be heard, everyone needs to feels safe to express themselves fully, create a safe situation to do that:

"Often in such a situation I would emphasize that we are interested in people, in their opinion, and that no single opinion or wish is wrong. Everything can lead to valuable insights. Therewith you reassure people a little, that they

can say whatever they want. And thereby emphasizing we are not here to gather general knowledge, we have done that already. We are here to collect peculiarities that only they know."

<div align="right">Urbanist (EW)</div>

It is easy to mistake how tense people can be to talk about something, because they think they are not sufficiently capable to participate. They just find it very exciting. And the situation is awkward as well: people do not know each other nor the situation. So be sure to be welcoming and comforting, that everyone is welcome and every view is heard. This is also important as people and their identities are easily hurt and the dialogue therefore is precarious. Intended and unintended, people can offend each other very easily:

"And even if someone doesn't raise their voice. If I say very calmly to you, after the third time; "you know, I will explain that to you again" then I actually say: "you are stupid". In communication it's not about how I mean something - because probably you have good intentions to explain it to someone again - it's not about how I mean it, but how you experience it. That determines the course of the conversation. "

<div align="right">Academic communication (NA)</div>

Next to be careful for hurt identities, it is also important that they also do not feel compelled to step outside their beliefs. So that people can listen and think along with others, but that it is not necessary to converge to other's: if I listen to you and accept your perspective, that does not mean that I have to throw my own perspective overboard. As this would cause strategic (listening) behaviour.

This enabler, however, is strongly influenced by the concept of "seeing the present with eyes from the past" as described in the theoretical framework. Emotions or old grudge, against the plans, persons or institutions. That influences how people enter a conversation, in a defensive mode or feeling safe to express everything, is linked to their trust in the process and thus if they think the conversation will make a difference. But also in the moment itself, there has to be trust to being treated fairly. For many participants, it is not so much about the content, but rather if they are fairly heard out and that their comments are seriously taken into account:

"Yes. Then it is not so much about the content but, […] how do you make people feel positively engaged and experience that they are being heard, and that it is real and not just for show?"

<div align="right">Academic Communication(CB)</div>

The neutrality of persons and space is then very important and is why some interviewees plead for a neutral facilitator of the conversations which can assure that they can hear out everybody neutrally:

[31] "Vaak in zo'n situatie zou ik benadrukken dat we geïnteresseerd zijn in mensen, in meningen van mensen, en dat geen een mening of geen een wens verkeerd is. Alles kan leiden tot waardevolle inzichten. Daarmee stel je mensen al een beetje gerust met, ik kan alles zeggen wat ik wil. En daarmee benaderen we ook dat we niet zijn voor kennis ophalen, in de zin van, dat hebben we hiervoor al gedaan, we willen juist de eigenaardigheden ophalen."

[32] "En zelfs als iemand zijn stem niet verheft. Als ik heel kalm tegen jou zeg na de derde keer; weet je, ik zal dat je nog een keer uitleggen, dan zeg ik eigenlijk: je bent een rund. Het gaat er niet om in communicatie, hoe ik iets bedoel - want ik bedoel met waarschijnlijk heel goed om jou nog een keer uit te leggen –het gaat er niet om hoe ik het bedoel maar hoe jij het opvat. Dat bepaalt de loop van het gesprek."

[33] "Ja. En dan gaat het niet zozeer om de inhoud maar, [...] , hoe zorg je dat mensen zich prettig bejegend voelen en dat ze ervaren dat er echt geluisterd is, en dat er ook echt geluisterd is en dat het niet voor de bune is."

[34] "Ja dat is dus ook de reden waarom we met professionele facilitators zouden moeten werken want die moeten toch zodanig doen dat alle betrokkenen zich veilig voelen. Dat alle betrokkenen ook worden gehoord en dat moet dus ook iemand in de gaten houden die daar eigenlijk belangeloos in zit."

"That is the reason why we should work with professional moderators, because they should make all parties involved feel safe. All involved must be heard and that should be monitored by someone who has no interest."
<div align="right">Academic communication (NA)</div>

Some urbanist, however, plead that in fact the urbanist is neutral, as he gets hired to make a proper city, not to push through a certain decision. But in practice, some urban planners find it hard to work with or give forth this neutrality.

7. Altruism

As named in the introduction of this part, the two last enablers came from the enabler willingness. As this was a very often named enabler, willingness was split in two different enablers: Willingness to focus on others (Altruism) and willingness to open up yourself (Openness). Those to enablers are named very often by all interviewees, but are maybe also the most tricky enablers, as they have to do much with human character traits. For instance the sincerity to participate in a conversation and to hear each other out, is not easily facilitated but has to come from someone themselves:

[35] "En als je niet oprecht bent, ja dan houdt het op. Dan wordt het een soort vorm van window dressing. En ook dat zie ik veel gebeuren. Dus het is niet mensen 'het gevoel geven' dat er naar ze wordt geluisterd, het is naar mensen luisteren. Wat niet wil zeggen dat je altijd doen wat ze zeggen, want dat kan niet."

"And if you are not sincere, then that is it. Then it becomes a kind of window dressing. I see that happening a lot. So it is not about 'making people feel' heard, it is hearing people. However, that does not mean you must always do what they say, because that is impossible."
<div align="right">Academic communication (CB)</div>

When you analyses conversations you see that people hardly sincerely listen and that people hardly ask questions. People wait for the other to finish and then repeated their same story. So creating to people to sincerely want to hear the other out, is difficult. Yet, this listening, really wanting to know/show interest and taking comments seriously – really take them into consideration - is of great importance for the productive dialogue and the mutual understanding of the parties.

[36] "Maar gewoon eens de tijd nemen om te begrijpen van wie ben je nou, en waarom doe je wat je doet"

"By just taking the time to understand who you are and why you do what you do."
<div align="right">Academic communication (WB)</div>

Asking why is therefore most important in the dialogue, to understand which hidden assumptions and norms are behind someone's utterances, the interest behind someone's statements. Than people also experience that there is something done with their voice, as comments are taken seriously. This is also caused by showing empathy, an important quality of an urban planner, to sympathize with someone's situation – which does not by definition mean to agree with someone. So let them grumble for a bit and understand their situation, what the impact is for the changes that you are causing:

[37] "En de communicatieve vaardigheid blijft heel belangrijk en het empathisch vermogen, van degene die communiceert vanuit de ontwerpers. Niet alleen maar vanuit zijn eigen vakgebied - dat moet ie ook kunnen - maar tegelijkertijd moet ie ook begrijpen wat dat sociaal betekent voor mensen. Wat de impact is van hun handelen."

"So the communicative skills remain very important, just like the sense of empathy of the designer communicating. Not just from his own area of expertise but – he should be able for that too – at the same time he must

understand what it means to people. What the impact of their actions is."
<div align="right">Academic communication (BP)</div>

And then it is also important to be honest about your motivations. A certain openness to present self to the other, which is non-strategic behavior. As soon as residents get the feeling that things are held behind, deliberately not shared, or distorted than distrust enters such a process.

8. Openness
The last enabler, Openness, has to do a lot with the previous enabler. Also mentioned a lot by all the interviewees, this has to do with the realization that your views are not the only views on the world. Openness for change – so being flexible – and new ideas, which might improve your own ideas is vital for a good dialogue. So if there is engaged in a dialogue, one should sincerely want to consider the other's opinion. Than there should not be already somewhere a readymade solution (which makes the dialogue by definition inflexible), or a fixed process. That one can consider someone's different view in all reasonableness. So giving each other space to explain, make a connection, search for a solution. Preceding that, is that one is open for new values:

> *"… if people consider and weigh each other's arguments. When you go along in each other's line of reasoning. And think: well that is good or that is not good, but able to talk about it in reasonableness. And weighing that along in the forming of an opinion about the decision."*
<div align="right">Academic communication (BP)</div>

Then, a true dialogue is grounded, as there is a mutual exploration and expressly the exploration of your own assumptions. Which, again, does not necessarily mean agreeing. But for that the urban planner have to step outside his own beliefs of what is good for a place. The urbanist interviewees explained that many urban planners have difficulties with this, afraid to lose some kind of autonomy or professionalism or identity. As if the plans would be taken over by the participants. This wanting to present own ideas or "desire to send" is what hinders a lot of urbanists to have a proper dialogue, as there is no two way traffic and they are not open enough to consider other thoughts. Which is difficult, of course, as the urbanist has thought about something for a long time and identifies with it:

> *"I know it's a weak spot of mine – but I also know that goes for many designers – I call it 'desire to send'. You have thought of something and that you want to share it, but you also have a strong opinion, you have been working on it for a long time. That is why you find it difficult to listen to someone who is not in so deep as you or who does not have the same degree."*
<div align="right">Urbanist (KB)</div>

While the whole point of going into dialogue is to explore the multi-subjectivity perspective and the urban planners view is just one of those perspectives. It is about getting new insights, not the confirmation of your own views, which is, of course, more comfortable.

[38] "... als mensen ook elkaars argumenten afwegen en overwegen. Wanneer je ook meegaat in elkaars denkwijze. En denkt van nou jou, dat is goed of dat is niet goed maar daarover kunnen praten en in redelijkheid en dat laten meewegen in de meningsvorming over de beslissing."

[39] "Ik weet dat van mijn eigenschap is - maar ik weet ook dat het een manko is van veel ontwerpers - ik noem dat even zendingsdrang. Je hebt namelijk iets bedacht wat je graag kwijt wil, je hebt ook een duidelijke mening over iets, je zit er al lang in. En daarom vind je het dus moeilijk om iemand die er niet in zit, of iemand die niet jouw opleiding heeft, om daarnaar te luisteren."

D.5 | THEORIES VS PRACTICE: DILEMMAS OF DIALOGUE

Legend: "description from log journal from the dialogue observations, which endorse one of the statements made"

The previous part presented an overview of the results of the nine expert interviews. The overview, however, is quite a static list of terms. They do not show any interconnectivity or interdependence. What follows in this subpart is an elaboration on these results, by stating the dilemma's between them, looking for ambiguities and nuances. Next to that, the new knowledge obtained in previous parts is compared with new theoretical concepts and look for the broader meaning in the found results. This is important for the design process, in order to make proper choices between certain (aspects) of enablers and to demonstrate the complexity of the facilitation of proper dialogue between citizens and planners in reality.

Not every dilemma as stated below is a pure dilemma with two sides between which has to be chosen: it could also be that both sides could be satisfied when the dialogue is designed properly. Therefore, every dilemma is discussed and there is tried to find an approach to tackle the issue. Sometimes the explanation of the dilemmas is supported by the example found during the dialogue observations, shown in a blue box as the example aside.

D.5.1 Dualisms in Dialogue

As learned from the expert interviewees are the interactions between citizens and urban planners precarious moments, which can easily be disturbed and escalate into antagonism causing the interaction to do more harm than good. In the previous paragraphs, there is touched upon different factors which could enable good conversation, but that does not mean a guarantee for success. How do these different enablers are contradicting each other?

To start with the enabler "Frames"

On the one hand, the experts said it was important to set the boundaries of the conversations: what is up for discussion and what should be viewed as a given fact

On the other hand, these frames should also be flexible, as when there is no flexibility from the organizing party, the dialogue would be out of balance. If participants question a frame constantly, a frame should be up for discussion.

The dilemma is here, to carefully determine what is up for discussion or not. This has to be done with integrity, as this determines where citizens have an influence on and what not. In practice, this appears to be very difficult, as these frames are not only questioned by citizens, but also by internal parties. As appeared in an informal conversation after a dialogue observation:

"… yes hypothetically you [I as researcher] can say that frames have to be set correctly and carefully. But in practice, these frames are so fluid. I mean, sometimes there is a firm boundary set by the planners about what is up to discussion or not, but then a new election comes around and everything can change again." (public official)

Experts explained that in this case it is also important to set the frame with the participants themselves, until the extend that is possible. Frames should not only come from the planners and municipality, when the citizens would like to discuss a certain point of which they think it is important to take into account when making the plans.

This flexibility of the content is important, but also in the process itself:

If extra meetings are needed, there should be room in the process to schedule extra meetings when extra time is needed for more conversation. This contributes to the open and pressure-free atmosphere of the dialogue	In practice, urban planning processes are time-bound and the participatory process already puts pressure on that process – at least that is how project managers feel.

This is not a true dilemma, as it is something to design for in the process and something project managers should be aware of. Important is there, to explain the value of dialogue and participation, which can weigh out the extra costs a long process causes. However, for this thesis, only one conversation is designed with the tool, which is a semi-static process. This contradicts the statement made above: being flexible and adaptable to the needs of participants. When designing and evaluating this dialogue tool, this deficit has to be taken into account.

In such an orchestrated conversation as with a tool, there is often also a goal to work towards. However;

As the dialogue principles prescribe, the end of a dialogue should be open in order to prevent pressure on certain outcomes	In real-world processes, however, the process on the end needs outcomes. Above that, people are result-driven and want to know where they are up to (as also described in the construct "frames & goals")

As an interviewee indicated:
> "People want to know why they are invited for a meeting, for what purpose and what the goal is of a meeting. A meeting never should be open-ended, or at least the sequence of meetings should have a product"
>
> Academic communication

Thus, in practice, the dialogue would not be open-ended, in order to engage the participants in the conversation. Participants want to the urgency (goal) and to know what is in for them.

Looking at the enabler Transparency, this flexibility comes back again:

Transparency about all the current possibilities should be there: an open and transparent process

Question is, however, how much uncertainty do you want to provide?

As one interviewee illustrated that with an example:
"If my neighbour wants to rebuild something in his house, I would appreciate if he informed us about 10 weeks in advance. But if he tells me that he dreams about renovating his house in 3 years, I cannot do anything with that statement and it just makes me restless. A dialogue about that is not appropriate there"
Urbanist (KB)

As correctly pointed out by the participants, the Schieoevers plan caused a lot of uncertainty for businesses there, but also investors, inhabitants and institutions. The timing of what to communicate when, seems to be of utmost importance, in order not to hold stake-holders in unnecessary uncertainty. Therefore, the setting of the frame, where to talk about and what to present to citizens, becomes very important again, and has to be done with integrity: where should citizens know about? What does influence their living environment or what are issues that are up for public debate?

To prevent a conversation without any direction and thus causing the uncertainty about many aspects of a plan, one can relate to a dualism within the enabler "Information Provision":

On the one hand, the expert interviewees advised not to come with a clean sheet of paper, also relating to the enabler frames

But too a much predefined plan can hamper the creativity of the participants and their actual influence in a plan.

To get proper insights in the values and ideas of participants, some guidance must be given to start the conversation. This is not a true dilemma, but it is a fine line between asking too broad and open questions and presenting plans as given facts. An example of that can be found in the Schieoevers process:

dialogue observations

When the first concept development plan (COP) of the Schieoevers project was presented, the urban design office presented its plans as they thought it was adaptive and flexible, sketching ideas and opportunities for the future. However, as the computer renderings contained a lot of high-rise buildings which were very near to current industry or even replacing them, citizens saw these plans as a threat. See figure D.5.1 for the difference

As learned from the expert interviewees, this an common problem: when the visual language of urban planners does not match with what citizens perceive as just an idea or defined plans. In the Schieoevers project these

Legend:
- Werkprogramma
- Woonprogramma
- Voorzieningen programma
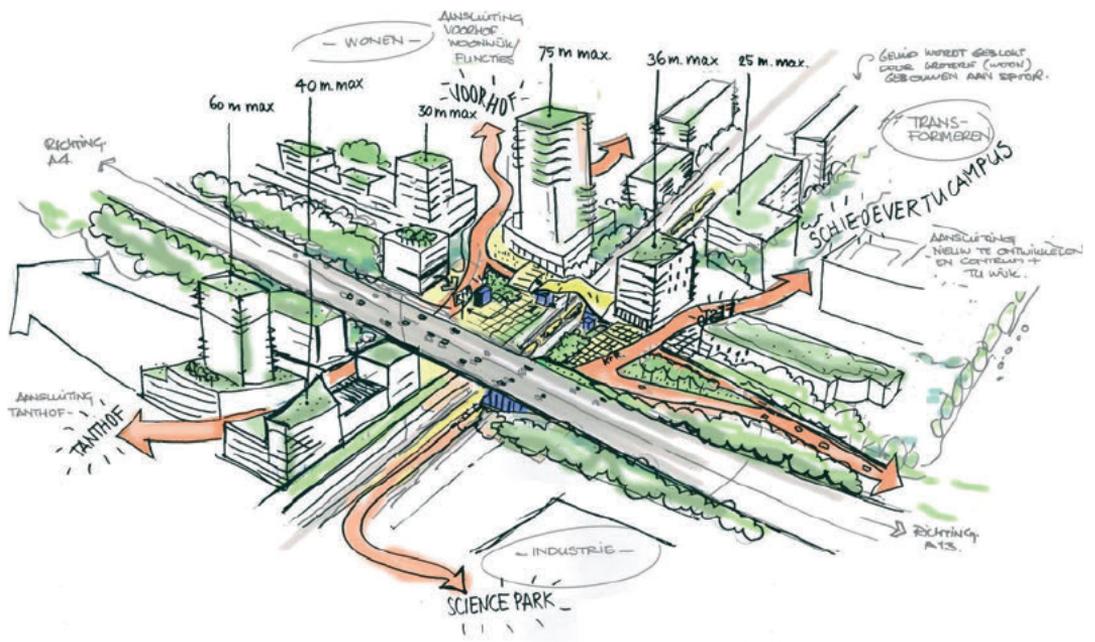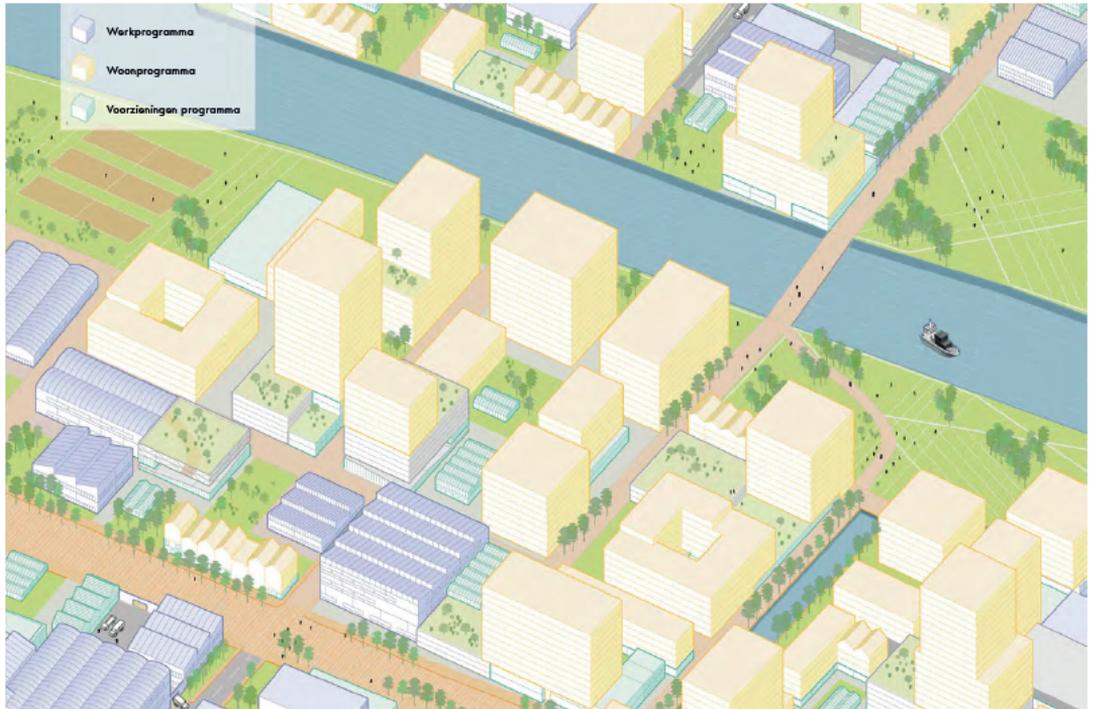
computer renderings antagonized many participants, while the office also could have used sketches, which have a less definitive character.

Furthermore, expert interviewees advised to start as early as possible with the dialogue, carefully watching to give some direction in the dialogue. Participants realize that not everything is possible in build environment, so presenting them as if anything would be possible would not be fair.

The concept of fairness also relates to the enabler "Equality" as this prescribes that all participants are equally heard:

The dialogue should be free from pressure and all parties should be equal and open to new ideas and think together, which is a principle from dialogue theories.	In the real-life context of a case, however, There simply is a power distance between citizens, institutions, municipality and investors.

Not acknowledging the power difference between participants would be naïve. As one interviewee explained:

"In the end it becomes increasingly difficult to get those interests out of the dialogue. Because indeed, there is someone who owns the land and and there is someone who decides on the end. So there are many more pragmatic issues such as land ownership, finances and having the power to decide. And that gives the dialogue a dip because then it is no longer free, because there is a power inequality."

Academic communication (WB)

To be transparent about these power differences is then of great importance, instead of ignoring them, which relates to the enabler 'Transparency'. Other inequalities, however, such as dominance of a certain participant can be minimized to give the different participants equal speaking time or explicitly look for their opinion. This relates to the principles of deliberative democracy, where there is actively searched for the other sound (Mouffe, 1993):

"where you actively search for - and I like that about the Deep Democracy approach - the other sound. So if some people in a group say 'this is disastrous', you really have to look for if there is something else: 'okay, but... are there no other ways to look at it? What do you think others might think?"

Communication Academic (CB)

In this way, participants also feel more safe to be the other sound, next to the more dominant participants. Which brings us to the next enabler "Safety". Safety can be created by physical interventions, like location and use of space, time and timing, information provision, facilitation and the way of invitation (van der Specht, 2012). Quite literally, that creates room for proper dialogue. A concept that is named communicative space. But communicative space can also be created in figurative sense. As one can invite people in a good way and bring them together in a room where they feel at home, but this does not mean that naturally a good conversation will

develop. The positive effects of all organizational aspects are simply cancelled out if another important dimension is forgotten, namely creating space for meaningful interaction between the participants. (van der Specht, 2012). A space to explore the shared problems with a variation in communication forms (serving all different participants).

Another important construct of the enabler Safety is trust:

Gaining trust of the participants is very important. To let them feel at home and feel safe to say anything they like

But when you do this, some people step into a submissive role, and you are inseparable connected to the outcome.

In this way, an expert interviewee explained, citizens will connect you to the outcome, so if you cannot grant their wishes, they will lose the trust in you as planner. Important here is to emphasis the multi subjectivity setting and there is more than one truth. Thus, also for the participants, their opinion is not more valuable than another. That matches with the deep democracy approach, where these other sounds are heard.

Because, as the expert interviewees explained, for participants it is not the most important thing to get their right, but they mostly want to be heard. And, more importantly, that this happens in a fair and transparent way. That principle is called procedural justice:

> *"It is often assumed that people who participate in such a process are mainly concerned with the outcome, but what I actually see is that people are mainly concerned with the honesty of that process. […] So whether the municipality did not have a bias, whether it was directed to a certain outcome or not, and whether the composition in the groups was correct, that would not always produce the same outcome, A or B. […] And all the proponents say: "I do understand that something has to be done".*
>
> Expert interviewee (CB)

In these cases, it is of importance to focus on the conversation process itself, instead of on the content, while the interviewees saw that in this kind of complex conversations, planners mostly focus on what is said, and come with another set of convincing facts. A fair conversation and a good explanation on why certain decisions are made, is then most important. Which relates back of one of the earlier named constructs of Transparency: show thinking steps.

D.6 | ON DIALOGUE: IMPLICATIONS FOR TOOL DESIGN

This part was introduced by saying that it would detail the 7 enablers theory prescribed for productive dialogue. Many comments of the interviewees stated willingness and therefore there has been chosen to split that enabler into direct at the self (openness) and directed at the other (altruism)

Now the enablers were clear, a detailing could be made by coding and reorganising, which resulted in the enablers having many constructs. A total visual overview of this can be found in appendix iv.

However, dialogues are precarious interactions. And although the principles of dialogue, the 8 enablers supporting them and their details in the form constructs help the organization of a productive dialogue, their positive effects are simply cancelled out if the dynamic between the aspects is forgotten. As seen from the analysis, discussions can easily escalate and end up in exactly the opposite which was the desired result of the meeting. Proper conversations can turn into firm discussions with a sole harsh statement, or even an unintended one:

> *"And with all the good intentions, you can hurt someone's identity pretty bad. If I say very calmly to you after the third time; You know, I ll explain that to you again, then I'm actually saying: you're stupid that you don't understand this. In communication - that is an important rule - it's not about how I mean something, but how you perceive it. That determines the course of the conversation, and that is very important."*

Academic communication (NA)

Therefore, dialogues should be designed with care and precision, suitable to their context. As found in the dilemmas, reality gives often constraints which makes it hard to live up to the enablers for productive dialogue. These constraints, in this case framed by the project of Delft Campus station, explained in the next part E.

But when well executed and paying attention to its context, the enablers contribute to the emergence of the generative dialogue and that in this way, the **conversation** changes to **like a design process**, as it becomes **iterative**: people **reflect** on their statements, reformulate and come to understand what they mean, **adapt** ideas from other, and this cycle is repeated. Crucial for that is a new sort needed attitude from the urban planner (and participants). As when one is reflective and adaptive, one needs to be **open** for change and new realities and **vulnerable** to present own ideas and get feedback and new ideas. In this way, **capability to cooperate emerges**: as people open up and be vulnerable to share their world views, and explain themselves, participants start to understand each other, a **mutual understanding** emerges, and **empathy** for each other's situation develops. Mutual understanding and empathy does not mean that people have to agree – so it's different than consensus – but people understand where someone is coming from.
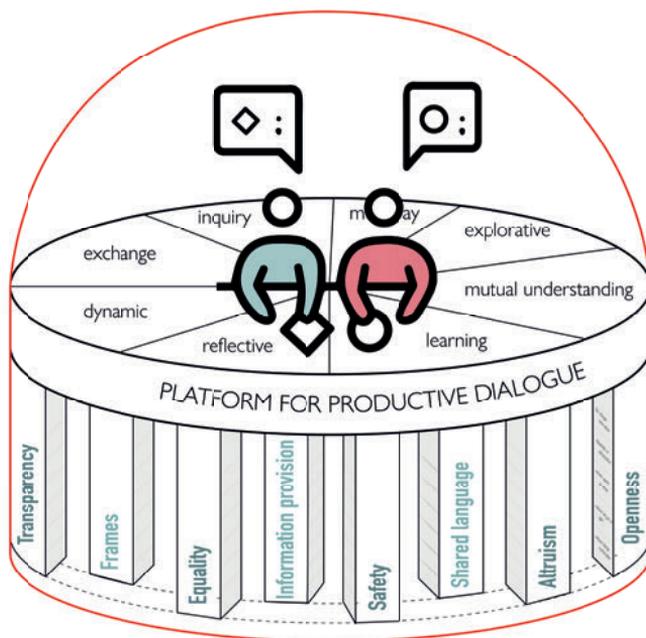
PART E: ON CONTEXT

In previous chapters, the rather abstract ideas on dialogue in collaborative planning - what works and what not - were discussed. However, in order to respond to the research question and to add novel knowledge to the scientific field, these conditions for successful dialogue will have to be approached by system thinking. Which means being applied on a case. On the other hand, detailing the dialogue design is difficult and the designed dialogue will be too generic. As shown in the theoretical framework in part B.6, reality delivers constraints for the ideal idea of dialogue, so therefore it is of great importance to understand the socio-historical and spatial situation of a context. Therefore, this part takes a closer look at the spatial context and the project of Delft Campus station. This takes place in the define phase of the double diamond, as shown in figure E.1.1. Together with part F, this part gives answer to RQ3: "How do context-specific factors (spatial issues and actor's interest) shape conditions for the dialogue in Delft?"

This will be done in part E.2 by an extensive spatial analysis of the project location through different scales: the Metropole region The Hague-Rotterdam, the city of Delft, the surrounding neighbourhoods of Voorhof, Tanthof-Oost and the Schieoevers and the place itself: the surroundings of Delft Campus station. Which means that part E.2 mainly contains the current issues of Delft South, whereas part E.3 looks into the future. This subpart reviews the current ambitions and plans for the neighbourhood. Are the plans realistic and where do the current issues collide with the interests of these plans and others? Finally, conclusions are drawn in the last part E.4, on how this shapes conditions for the dialogue in Delft.

RQ 1   RQ 2   RQ 3   RQ 4   RQ 5   RQ 6

E.1 | METHODS

what

why

To understand the complex spatial context of Delft Campus station in this part, different methods have been used: mapping, document analysis and street observations and -interviews. In the mapping analysis there is looked at structures of the city, morphology, geography, demographics, social issues in the neighbourhood and climate matters. This is done to get an understanding of the spatial situation where during the participatory process comments and solutions will be formulated for. Furthermore, many documents are analysed, mostly serving part , where the ambitions for the region, city, neighbourhood and place are sketched. The aim here is to identify governance structures and ambitions that will facilitate urban development at Delft Campus station. Moreover, the study should guide the to be made design on Delft Campus station in part K. Finally, the street observations and interviews helped the researcher identify how the physical environment supports or interferes with behaviour of their users. It also examines the effect of the spatial setting on the relationships between individuals and groups and searches for unintended use by its users (Zeisel, 1984). These findings cannot be found in maps or other online data, but can only be experienced by being present.

how

Mapping is done by downloading geodata material and map those on a basic map, using empirical and official data. Main aspects are mapped by analysis and conclusions are identified by studying the different structures. In the document analysis, the different aspects are studied, analysed and compared, in order to identify relations, contradictions and ambiguities. These outcomes are cross-referenced and complemented with the outcomes of the stakeholder analysis and actor interviews in the next part, part F. The street observations & -interviews are not done systematically, as enough data was already retrieved and these methods were more used to 'get a feel' of the place. They are done during the many site visits when a few short questions were asked to the users of the place, regarding use and atmosphere. As the researcher attended multiple city dialogues, many meetings and has been around the neighbourhood often, enough input from residents and users is obtained to make sufficient conclusions.

when,
how
many

First, the mapping and document analysis took place, to formulate questions for the observations and street interviews. But also throughout the year new maps are constructed and documents analysed, as new information and questions surfaced. The observations and street interviews are also done throughout the whole year, to get a good view on how the place is used and experiences through different seasons and moments of the day.

where
from

Data for the mapping is obtained through official sources of geo information, using qGIS and many other (open)sources, or existing maps and reports, as well as own empirical analysis gathered during field trips. Data for the document analysis is retrieved online or requested at the municipality or other stakeholders, which were mainly official documents from governments, the urban planners or institutions (e.g. VNO-NCW, TU Delft, NS). Documents contain ambition documents, spatial visions, reports and analyses, motions for political purposes and media articles. The street interviews and -observations are done alone, questioning users of the station and around.
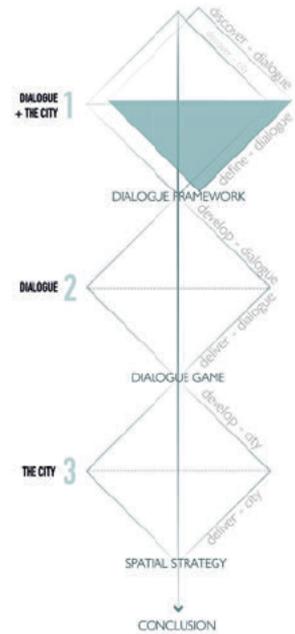
Figure E.1.1 Part E is in the define step of the first phase of the double diamond.
Source: author

Figure E.1.2 Part E methods.
Source: author

E.2 | SPATIAL CONTEXT OF DELFT SOUTH

Figures E.2.1 Administrative
areas in Metropole Region
The Hague-Rotterdam and
difference in urbanization
(right page, top).
Source: author, with
input from Strategische
bereikbaarheidsagenda (2013)

Figures E.2.2 Mobility in
Metropole Region The Hague-
Rotterdam and urbanization
(right page, below).
Source: author, with input from
Marco Broekman (2017)

E.2.1 Delft & the bigger scale

Delft is located in the middle the urban axes of the metropole region The Hague-Rotterdam, which is a densely populated urban area, located along the North Sea coast. The region has access to excellent road, water, air and rail connections and the strongest knowledge infrastructure in the Netherlands; three complementary universities, six colleges and various related knowledge institutes and businesses. Delft is located in the middle of this, with the largest cities Rotterdam and The Hague in within 15 minutes distance by public transport. Next to the good infrastructure and connectivity to car and public transport, those cities are also well accessible by bike.

The region has three characteristic landscapes which shaped the cities as they are today: polder, dune and delta landscapes. If we look at Delft, it is located in the middle of the polder landscape. The city itself has virtually no own rural area anymore, but is situated between other municipalities and important areas with scenic value; Midden-Delfland. Larger recreational parks are located directly outside the urban core; Delftse Hout (east),Abtswoudse Bos (south) recreation area Kerkpolder (west) and Beatrixpark / Elsenburgerbos, Rijswijk (north).

Figure E.2.3 Typical scapes of
South Holland: Dunes, Polder
and Delta.
Source: author
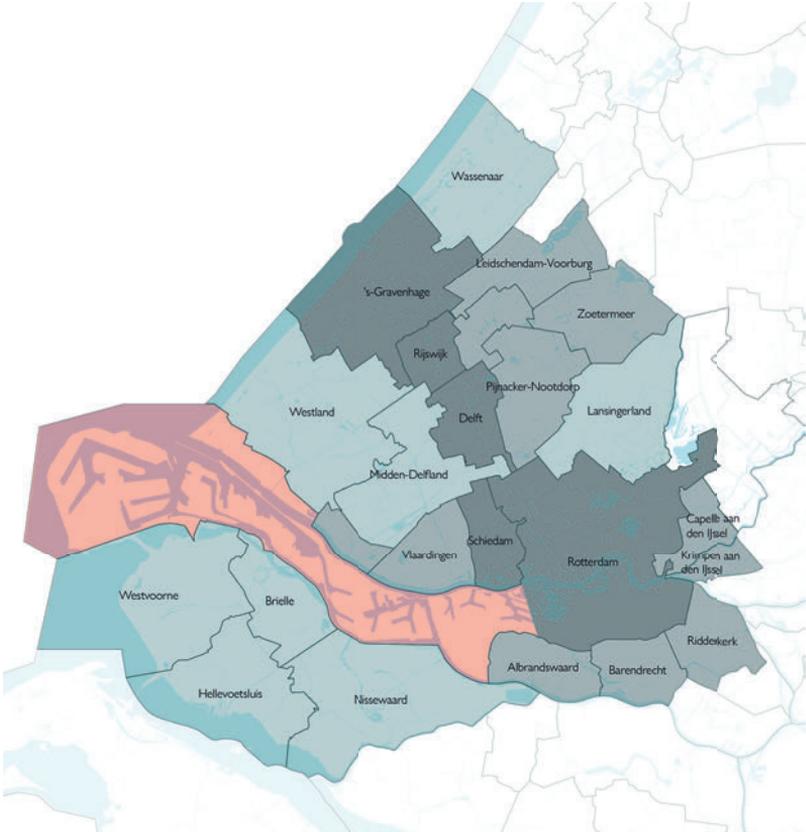
E.2.2 The history of Delft

The history of the city of Delft dates back to the twelfth century. Over time, Delft developed into the most important trade centre of the region through the connection with the Schie (southwards going to Rotterdam) and the Vliet (northwards going to The Hague and Leiden). De Schie is a historic main artery, a canal that was channelled in the Middle Ages, from where the adjacent land was mined and on which the 'Delf' was subsequently dug, the water from which the city of Delft originated. In the 14th century, this trade received an extra boost from the foundation of Delfshaven, the port of Delft near Rotterdam. Delft was connected to the Maas via the Schie and Delfshaven (Lindeboom & Verhoeven, 2018).

Because of the fact that Delft developed itself as a regional market centre with the Schie and Vliet, Delft had a big growth period after the second half of the 13th century. Most important trade products were beer, cloth, dairy and cattle. Because of the peat landscapes and the reclamation of it, Delft developed itself as a typical Dutch canal town, with regular canals which also were used to transport the goods.

During the Dutch Golden age, Delft experienced another immense grow period. From the 1800s Delft started to grow outside its city canals in the direction of the polder structure. This direction is at right angles to the Schie (East-West) and follows the drainage ditches of the first polders. In 1850, the railway to Rotterdam and The Hague was constructed, which influenced the shape of the city growth.

From the beginning of the 20th century the area has gradually expanded from the north to the south. That started around 1910.
The industry of the Schieoevers expanded itself along the Schie as Delft was an excellent location for transportation by train, boat and truck. Therefore, the lot size in Schieoevers Noord is much larger in size (and thus deviates strongly) than the smaller and somewhat messier lot size along the Rotterdamseweg. But before the Schieoevers, first the north of Delft was cultivated for heavy industry, which have even bigger plot sizes than the Schieoevers.

The Polytechnic school, which is now the Delft University of Technology, started in 1842 but also experienced an immense growth in the 1900 to 1950, stimulating the economy of Delft and expanded towards the South of Delft.
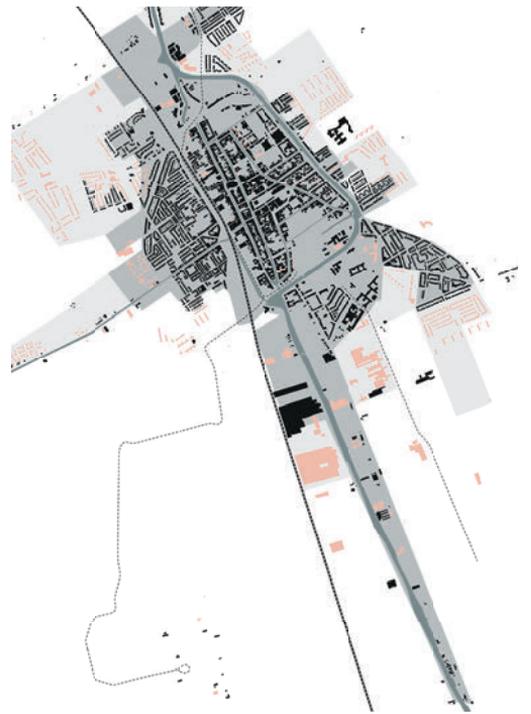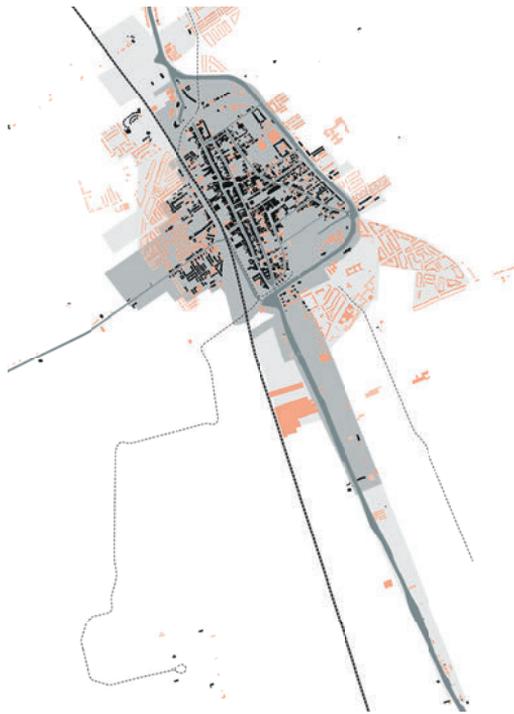
Voorhof & Tanthof

In the 1960s of the 20th century, Delft expanded extensively, especially in southwestern direction. In the 1960s the residential area Voorhof was realized, to the west of Schieoevers. The high-rise and building typology of Voorhof and Buitenhof are typical for the modern planning at that age. In this way, the housing shortage could be alleviated just after the war. Voorhof was then designed according to the principles of "modern urban design": segregation of duties (of living, working, facilities and infrastructure), ensembles (high-rise buildings) of high-rise, medium-high and low-rise houses. Voorhof has the highest density of homes – it was even for a period of time the most dense neighbourhood of the Netherland - and is the most dynamic of all Delft neighbourhoods.

From the mid-70s on, more southern Tanthof-Oost was built. Instead of large-scale urban renewal of the old neighbourhoods, in the 1970s and 1980s more effort was made in Delft to expand homes of contemporary quality "in the polder". The Abtswoude road divides the neighbourhood into two parts: Tanthof-East (first started in the mid-1970s) and Tanthof-West (from the 1980s and 1990s). Tanthof is the largest residential area in Delft, with many single-family homes. The Midden-Delfland recreation area is located south of the neighbourhood. Tanthof-Oost and Tanthof-West distinguish themselves from each other by the difference in architectural style. East has many homes in the architectural style of the 1980s: the residential areas, speed bumps and a somewhat sparse, stony appearance. Tanthof-West exudes a more business-like appearance for architecture and the urban structure is clearer.

The Kruithuisweg was opened in 1970 as a connection between Delft University of Technology and the Provincial road. This road was enlarged later on and simultaneously the Kruithuisbrug was constructed. Delft-Zuid station was also opened in 1970. Since then, the business park Schieoevers has been further enclosed within the growing city. In 1990s, Delft South was 'finished' by completing Tanthof West.

At this point, the city of Delft has no rural area anymore where can be built, so the urbanization task is bound to the urban space. As the ambition documents tell, this space can be found in the post-war neighbourhoods with wide-ranging infrastructure and low density. As they need regeneration for quality and sustainability anyway, this comes with opportunities.
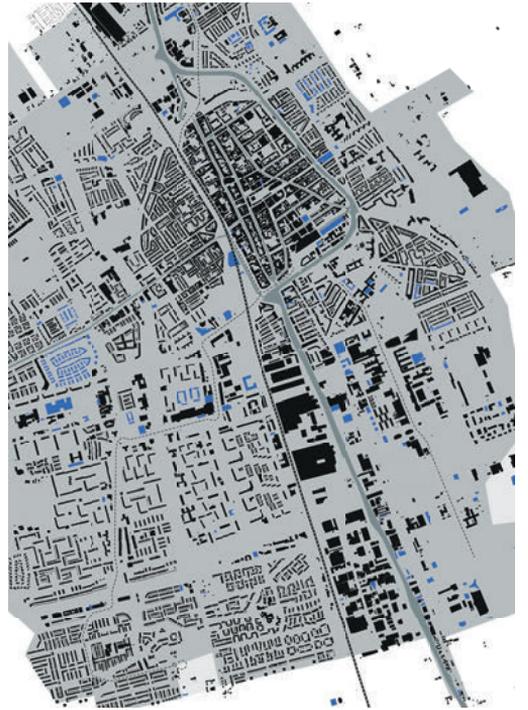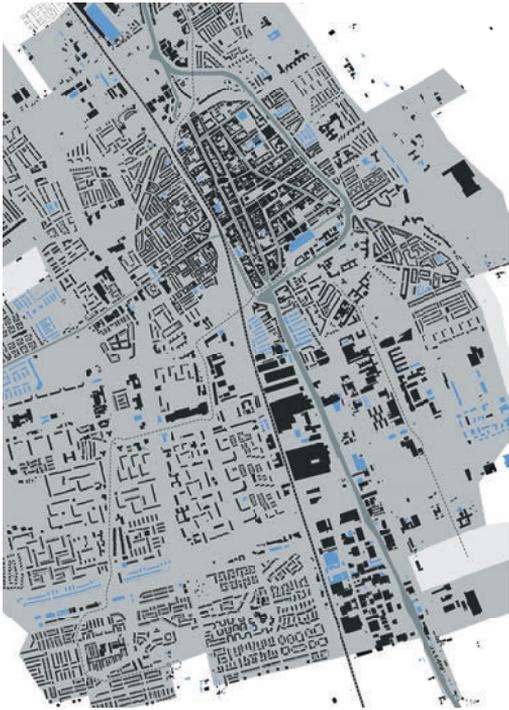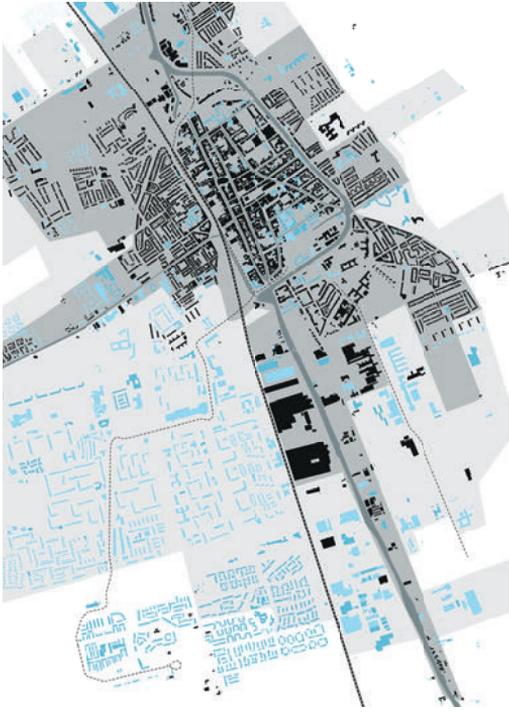
E.2.3 Functions

The old city centre has a great function mix. Places to meet, to shop, to live and to work: all Delft comes together here. The other neighbourhoods, however, have a more monotonous function mix. Especially the post-war neighbourhoods are characterized thereby: Voorhof was at the time designed according to the principles of 'modern urban design': segregation of functions (of living, working, facilities and infrastructure), ensembles of high, medium and low-rise houses. Typical are the small centres of functions in the middle of each neighbourhood (mainly supermarkets). The south-east quadrant of Delft is mainly working and buildings for educational purposes.

—— Highway

—— Main road

—— Secondary infrastructure

—— Tertiary infrastructure

—— Residential roads

—— Residential streets

—— Train tracks

—— Tram tracks

▬▬ Waterways

Figure E.2.7 Hierarchy of mobility (car), public transport and waterways (right page). Source: author, with input from qGIS

Figure E.2.8 Conclusions map mobility (aside). Source: author

E.2.4 Mobility

The North-eastern part of Delft (city centre) is based on biking and walking, and the southern and western parts (built in the 70s) are based on the car. The southwestern part is based on car mobility, with exemption from the TU Delft campus, which is mainly for (a lot of) bikes. If we look at the structure of Delft, it mainly consists of North-South connections, which often also serve as a border between the East-West areas. Only large car roads make the horizontal crossings. The most important North-South line is the elongated area of the Schieoevers, a dividing line between the residential areas in the west of Delft and the working areas in the east. Physically, the Schieoevers area forms a major barrier between these areas together with the train tracks and the Schie, which only has a few passages. For a long time this design functioned because the east side was not developed yet. With the arrival of a completely new Technopolis work area and the intensification of the TU Delft campus area, the lack of connections is a shortcoming. From there, at least one bicycle bridge is made: the Gelatine bridge. And two more bridges are currently discussed in the city government.

The railway line, one of the biggest barriers, is doubled to 4 tracks. Delft Zuid station is part of the connection between Rotterdam and The Hague where 6 sprinters per hour will stop in 2020. This offers reason to renew

Delft Zuid station and at the same time construct new underpasses under the railway. A major challenge for the city and Schieoevers is therefore the removal of barriers caused by the North-South lines by building bridges and underpasses at strategic points so that the urban network in the East-West direction is improved.

Delft is reasonably accessible in terms of public transport, see the map below. But beware, this is apparent accessibility: since the Sprinter of Delft Zuid Station now only runs 4 times per hour, and in the weekend and evening only 2 times per hour, it's still a long journey from Delft South to the rest of the Randstad, especially because for certain neighbourhoods, it is absolutely not within walking distance and they only have a few bus or tram stops. No trams or busses are stopping nearby Delft Zuid station.

E.2.5 Conclusions on spatial context: Delft as a quadrant

In many ways can Delft be divided as a quadrant with in each quadrant its typical characteristics: in functions, divided by main infrastructure lines, in building style and age and by its inhabitants. Those are almost four different worlds, as the cross-over is also so hard to spot (and to make). For a while, this division worked out quite okay, but now the TU Delft quadrant is developing more and more, the cross-over has to be made by many persons multiple times per day. Especially the Schieoevers North-South section functions as a big border in between.

Figure E.2.10 Conclusion drawing Delft spatial context: Delft as a quadrant (aside). Source: author

village-like residential

sociable oldtown

knowledge & work city

post-war neighborhoods

15 minutes

10 minutes

5 minutes

5 minutes

10 minutes

15 minutes
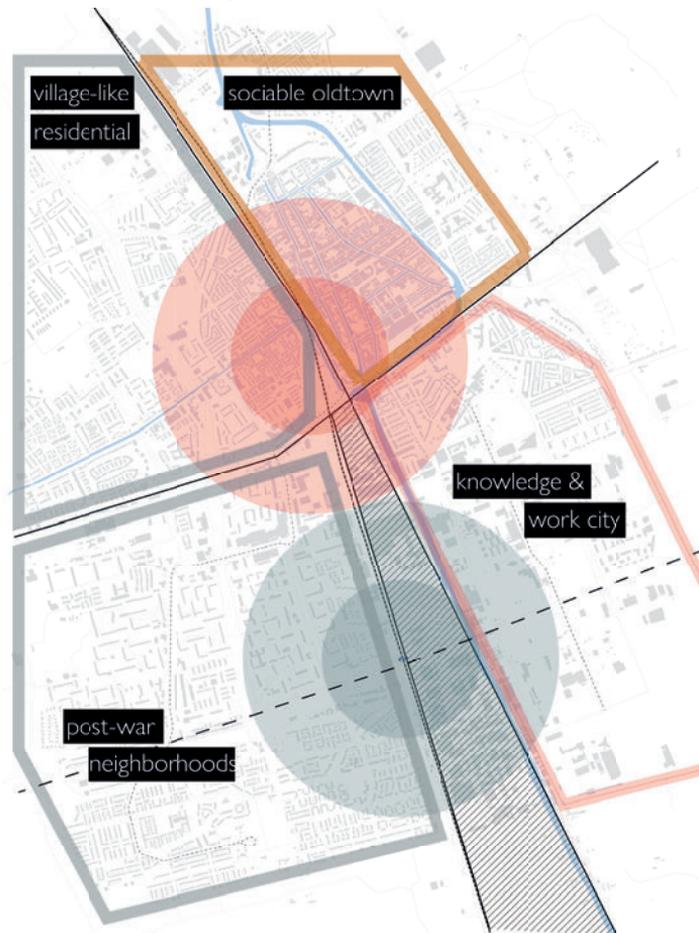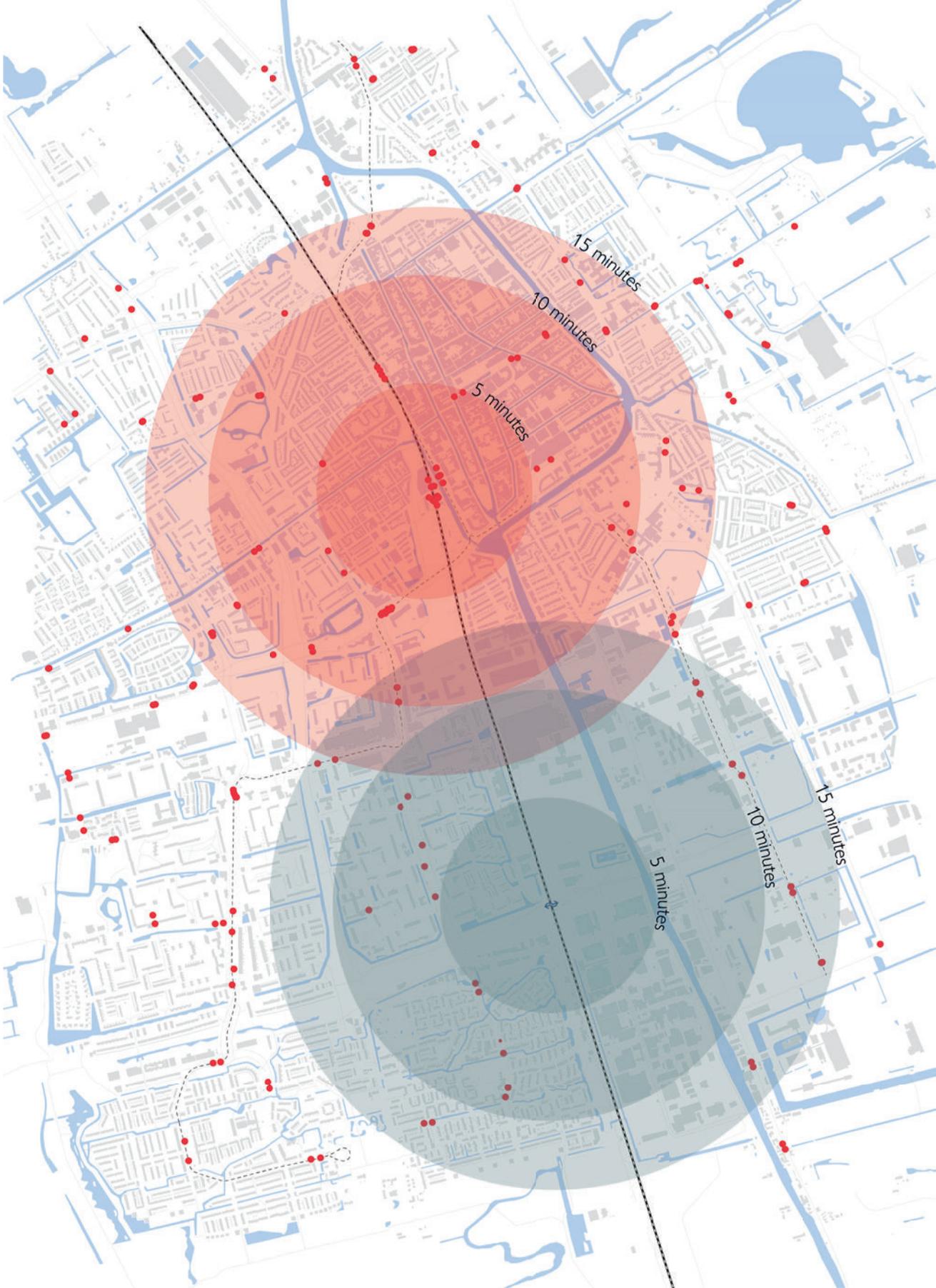
E.2.6 Demographics

Voorhof has the highest density of homes and is the most dynamic of all neighbourhoods in Delft. These dynamics arise partly from the fact that this district has the largest share of private rent. To the south there are a few low-rise neighbourhoods built in the sixties and seventies with somewhat anonymous appearance. The district has many nursing homes.

The Tanthof district is the largest residential area in Delft, with many single-family homes. Tanthof is a quiet neighbourhood, without much interference of infrastructure, facilities or industry that produce a lot of noise. The Tanthof residents are therefore also a bit concerned what will happen with their neighbourhood with the upcoming plans of densification. They are afraid that even more green will disappear which already happened a lot the past years. Many Tanthof residents already live there since the very start of the neighbourhood, which ensures a great cohesion between its residents. However, it also causes the neighbourhood to age quickly.

In figure E.2.11, the most common population groups are depicted with some quotes from the street interviews.

"In this part of Delft, there is not so much to do, but finding a proper and affordable place is hard to do. I think I will move to Rotterdam or The Hague when I'm in my masters, just like my older friends"

NL/EU students

International students

"The apartments are not the best, but hey, at least we found a place in Delft and not in Rijswijk"

Elderly in nursing homes

"I love this neighbourhood. It got lots of open space and everything I need is around. I wouldn't change anything around the station. But I also never take the train: I cannot come to the other platform with my walker"

Dutch one-person households

"As a starter, it was very hard to find something in Delft. Now I'm a bit older and have more money, I was lucky to be able to buy a house here."

Low-income immigrant families

"This neighbourhood really feels like a community. Too bad that lately young families come live in the smaller homes, and then have to move once they get kids. The playgrounds are great here."

Middle income Dutch families

"Some people lived here for their whole life, so the neighbourhood is aging. You see a lot of elderly living a family house alone."

Figure E.212 Heat island effect
and trees and sports for cooling
(right page).
Source: author, input from
qGIS, Delft Smart City

E.2.7 Delft South sustainable

As shown on the map on the right, Delft deals with a substantial heat island effect as a city with little green spaces. In particular on the north-south axis DSM-city-Schieoevers high surface temperatures are common. That is because most of the area is covered in stone, and as the maps shows, it does not have many trees to provide coolness.

Higher temperatures cause an accelerated degradation of the peat Delft is built upon which causes the soil to sag in peat areas. In addition to the dewatering of peat, the urban areas with a soft subsoil experience extra soil subsidence through buildings and infrastructure. In Delft the soil is sagging rapidly, especially in the southern part of the city: in the districts of Tanthof, Buitenhof and Voorhof. Due to soil subsidence, the potentially high groundwater level and increasing rainfall, the water storage capacity of these districts is decreasing. In this way, areas that currently still have sufficient water storage capacity, will not meet that in the long run. By taking account of future soil subsidence and adjusting the water (storage) system to the new developments, large investments in the future can be prevented.

E.3 | AMBITIONS AT THE SCHIE AND SOUTH

E3.1 Summary and key aspects Schieoevers Noord

Delft Campus station is a part of the vision of the whole area of the Schieoevers Noord which will be developed the upcoming 12 years (see figure E.3.1). The atmosphere the municipality of Delft wants to give this area is mixed program neighbourhood, with emphasis on the innovative manufacturing industry. Building on the industrial character that it has ever since, Delft wants to position itself as capital of "Technology and Innovation". The mix of functions and facilities should deliver a lively city neighbourhood, close to both the historic city centre as the TU Delft. "On this place, both companies as children can grow". As this image described is considerably different to the business/industry park the area contains now, a substantial transformation with strong urbanisation and a fundamental change in mobility has to take place. In the plan, the pedestrian and cyclist take a main role, as both the main station of Delft and Delft Campus station are in walking distance. This hooks onto the development of the 4 instead of 2 train tracks between The Hague and Rotterdam, which will cause more trains per hours to depart.

Next to contributing to the urbanization task of Delft, this plan states to help to the development of a sustainable Delft: helping with the energy transition, climate adaptation and circular economy: *"collectively, companies, residents and the municipality will ensure a future-proof and inclusive city district. This makes Schieoevers Noord the place in Delft where working and living, doing and thinking, making and learning come together."* (Marco Broekman, 2018).

The five points of attention of the plan are:
1. Room for innovative manufacturing industry
2. Lively mixed urban area
3. Healthy and sustainable environment
4. Good connections and new mobility
5. Socially inclusive and culturally diverse

For the area of Delft Campus station, separate points of attention are formulated, as shown below.

Figure E.3.2 Spearheads for
Delft Campus station.
Source: author, input from
Watertorenberaad

Integration in regional network + improve city network

Make space for the innovative production industry

Safe, pleasant and recognizable station area

Densification with mixed programme

Socially inclusive + Culturally divers

Logistic hub + smooth transition machine

Sustainable + healthy environment

1 central meeting space with high quality public space
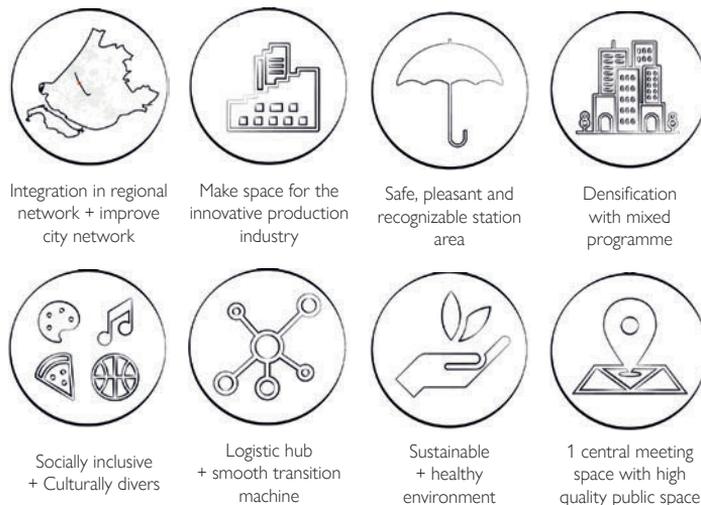
Raamwerkkaart

Openbare ruimte
- project grens
- centrale hartlijn (indicatief)
- hoeken met bebouwing
- openbaar groen
- bomenrij
- condensatieplekken

Bebouwing
- monument / cultuurhistorisch object
- behoud van bebouwing
- behoud beeldbepalende gevels
- Projectie van bestaande fabrieksgebouwen

Mobiliteit
- logistieke weg
- zichtlijn op Schie
- fietsverbinding
- voetgangersverbinding
- brug verbinding
- tunnel verbinding
- tunnel verbinding (potentie)
- mobiliteitshub
- treinstation
- OV (bus) lijn
- people mover

With renaming the Delft South station to Delft Campus station the relation with the TU Delft and is emphasized, where again the innovative character of the future neighbourhood is reaffirmed. With the arrival of a four-track trajectory, is also the stations development to OV junction desirable and possible new connections in east-west direction between residential areas (west) and working districts (east). But the most important change is not visible: it will be the first climate-neutral station in the Netherlands (NOS, 2019).

These different projects will start this summer (2019) with first activities for the underpass, see the timeline below (figure E.3.3)

E.3.1 Growth and urbanisation challenge

As they say themselves, Delft municipality has to deal with an enormous part of the urbanization task, as part of the whole province, which needs to build 240.000 new dwellings before 2040 (Impactanalyse verstedelijkingsopgave Delft, 2018). Delft has taken upon the responsibility for 15,000 homes, of which 7,000 are already under construction or have been planned (mostly in the "Nieuw Delft" area close to the central station). With this new development, the housing stock will grow with 30%, which is immense as Delft cannot grow beyond its borders anymore.

The urbanization task is of great importance for the economic agglomeration power and for the position of Delft in the region aswell. Delft wants to keep their knowledge in the region, which is partly a response to the big gap in the housing- and job market for starters or graduate students.

"We would like to keep the research and knowledge from the TU delft in Delft after the students graduate. Lot of them leave due of lack of housing and working options here. For example, YES Delft! has lots of start-ups that become quite successful, but they leave Delft once that happens. But Delft wants to keep them in their own city. Maybe this area can be kind of like YES Delft plus where more mature start-ups can settle here."
                    Project manager, during field trip ICH-municipality at 23.10.2018

As the vision for Schieoevers Noord is an adaptive plan, the definitive number of dwellings and jobs is not defined yet, see figure E.3.8. But this area wants to take upon at least 4000 dwellings of the 8000 which still need to be planned and build. That asks for a serious densification of the area of Schieoevers Noord, which now contains mostly low-rise, but already has a considerably high FSI (2.05) (see appendix v for FSI analysis).

4 train tracks between The Hague and Rotterdam

The Leo and the rest of the strip

The Gelatine bridge will cross the Schie at Lijm&Cultuur
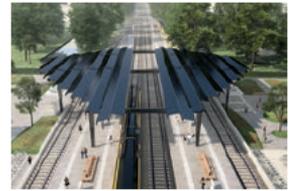
Station Delft Campus: a tunnel for slow traffic, solar panel roof
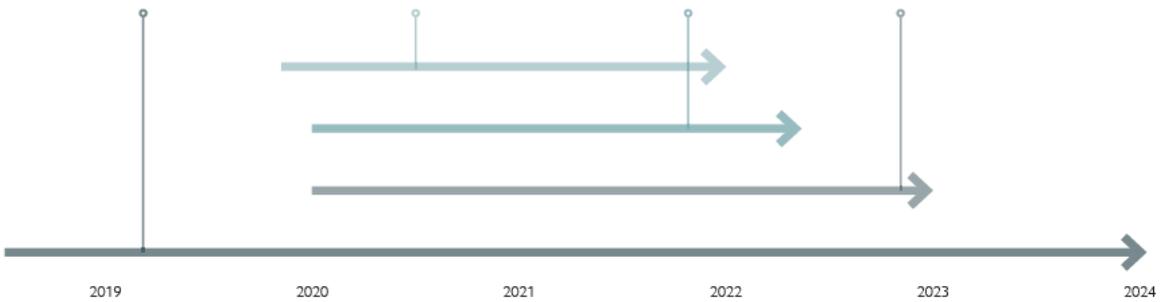
2019 2020 2021 2022 2023 2024

E.3.2. Genuine goals and ambitions?

Delft has high ambitions, that much is clear. But which of those are truly genuine and are lived up to?

In recent years, the city of Delft has mainly provided independent ambitions for the transformation of the Schieoevers. For the time being, the public consultation process consists mainly of informing area users and creating involvement through meetings within formal planning procedures. In response, entrepreneurs have developed their own vision for the area that is more in line with the existing functions. As the ambitions require a demanding densification, they see their businesses disappear and some even think about leaving.

Moreover, the ambitions are not taken upon that positive by all inhabitants: surrounding neighbourhoods have been protesting against the renaming to Delft Campus station, as the TU Delft did not show any initiative to upgrade the entrance towards Delft South station.

Also ProRail's plans do not fully match the vision of the city of Delft: ProRail not adding more functions to the station to make it a more vibrant and lively area, as there are not enough train passengers getting in and out Delft Station. They are not even adding a shelter with heated waiting room (NOS, 2019).

And regarding sustainability: while the business park at Tanthof-Oost should have been an urban mine, Certitudo has allready demolished half of its building and is not stating anything about reusing materials in their ambitions of the new building the "Leo".

Figure E.3.8 Adaptive amount
of new dwellings and jobs for
the Schieoevers.
Source: Marco Broekman
(2018)

	# aantal	oppervlakte m2
woningen	4.000 / 7.000	400.000 m2 / 700.000 m2
werkplekken	4.000 / 7.000	200.000 m2 / 350.000 m2

+ 15.000
dwellings

+ 10.000
jobs
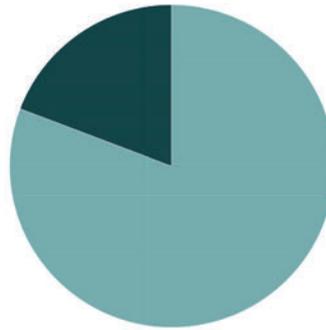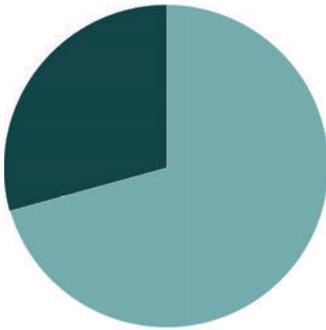
Current housing stock:	49 838
Addition:	15 000
Total:	64 838

Current number working people	53 388
Addition:	10 000
Total:	63 388

HUURMARKT   KOOPMARKT

> € 1130	> € 652000
€ 900 - € 1130	€ 490000 - € 652000
€ 790 - € 900	€ 376000 - € 490000
€ 760 - € 790	€ 296000 - € 376000
€ 700 - € 760	€ 265000 - € 296000
€ 630 - € 700	€ 228000 - € 265000
€ 550 - € 630	€ 177000 - € 228000
€ 460 - € 550	€ 138000 - € 177000
€ 350 - € 460	€ 93000 - € 138000
< € 350	< € 93000

6.000 5.000 4.000 3.000 2.000 1.000 0 1.000 2.000 3.000 4.000 5.000

- Potentiele vraag naar huurwoningen
- Potentiele vraag huur oud studenten
- Potentiele vraag naar koopwoningen
- Potentiele vraag koop oud studenten
- Woningvoorraad
- Potentiele vraag expats (huur)

E.4 | ON DIALOGUE: IMPLICATIONS FOR TOOL DESIGN

THE CLIMATE ADAPTIVE CITY

Next to that, this spatial analysis created an understanding of the spatial situation and formulated opportunities and threats to take with me in the spatial design process, it is also used in the tool as context information: as presented in the theoretical framework, context is essential when having a dialogue in participatory processes. The structure of the spatial analysis is a comprehensive unity, they are summarized in four spatial themes; the smooth mobility hub, the climate adaptive city, activity around the corner and living at the station, as shown on the left. Each of them has four opportunities or threats which underpin these four themes as shown on the right, following the four different scales there has been an analysis on: the region (XL), the city (L), the neighbourhood (S) and the place of Delft Campus station (S).

The most important points of the analysis are per theme and scale:

The smooth mobility hub
- XL: The little greenery in the Randstad must be connected and protected
- L: Heat stress in the current climate and until 2050: it is much warmer in the city centre and on the Schieoevers
- M: Due to the stony Schieoevers and squares, the water cannot drain properly
- S: Squares without greenery and lots of emissions and noise from the Kruithuisweg do not create a pleasant climate at Delft South

THE SMOOTH MOBILITY HUB

The climate adaptive city
- XL: improving the accessibility of the region: 4 tracks between Delft Zuid & Rijswijk
- L: Make missing connections between east and west
- M: Connect Delft Zuid station with multiple and more sustainable means of transport
- S: being able to find your way to the station: logical and recognizable routes

Activity around the corner
- XL: Strengthen work & living around junctions
- L: Up to 2040, 10.000 jobs must be added
- M: Voorhof and Tanthof have very few (different) facilities: stimulate diversification
- S: There is not enough liveliness around the station, it is empty and dark, which makes it socially unsafe

ACTIVITY AROUDN THE CORNER

Living at the station
- XL: The entire metropolitan region needs to expand: Delft is responsible for +15.000 new dwellings
- L: There is a large shortage in the middle segment in Delft: there is need for diversification of residential property
- M: (too) much empty space next to infrastructure in WO2 neighbourhoods
- S: No connection to the neighbourhoods around it. Linking opportunities for neighbourhood improvement

LIVING AT THE STATION

XL	**L**	**M**	**S**
the region	**the city**	**the neighbourhood**	**the place**

Connect and protect current regional structures

Urban Heat Island problem

Ellende door weer: Stadskantoor ontruimd, fietskelder onder water

Water management and soil subsidence

Healthy climate in the city

Improve the regional accessibility

Break down the barriers between East and West

Better and more sustainable Delft Campus

Easily find your way around the station

Oude spoorlijn wordt motor van massale woningbouw

Strengthen work & living around junctions

+ 10.000

Curent number workingpeople	13.388
Addition	10.000
Tota	63.388

10.000 jobs must be added

Stimulate diversification of programme

Liveliness around the station

+ 15.000

Current housing stock	49838
Addition	15000
Total	64838

Urbanization challenge of the region

HUURMARKT   KOOPMARKT

Diversification of the housing stock

Use unused space

Linking opportunities to improve adjacent areas

PART F: ON ACTORS

CONTENT PART F

Part F is the last part where results are gathered in the define phase, as shown in figure F.1.1. It dives in the complex structure of stakeholders in the project of Delft Campus station. In this way it seeks to answer to RQ3: "How do context-specific factors (spatial issues and actor's interest) shape conditions for the dialogue in Delft?" as it states the stakeholder interest and its powerplay as have been observed and studied throughout the year. As argued in the theoretical framework in part B.6, reality delivers constraints for organizing the ideal dialogue. For this reason it is of great importance to understand the socio-historical and organizational context.

It does that by first sketching the project history and naming its most important stakeholders in part F.2, structuring them in the categories Government, Market, Institutions and Civil Society. After that, in part F.3, a stakeholder analysis is done. In this stakeholder analysis the most important stakeholders are mapped on their power, interest and attitude towards the Schieoevers project.. In part F.4 a relational analysis is made. This entails researching the relations between the most important stakeholders, marking if this a frequent and good relations, and stating their dependencies. Lastly, in part F.5, the most important stakeholders are shown the map of Delft South, showing their territories of interest. In the last part, F.6, a conclusion is drawn on how the aforementioned influences the different principles and enablers for productive dialogue. This is not only important for designing the communication tool, but also for a later stage of the project, where engagements strategies are developed.

RQ 1   RQ 2   **RQ 3**   RQ 4   RQ 5   RQ 6

F.1 | METHODS

what   In this part there is a mix of methods used to get a complete image of the complex stakeholder environment of the Schieoevers project: document analysis, dialogue observations, stakeholder analysis and actor interviews. The methods document analysis and dialogue observations are already explained in respectively part E.1 and D.1, so there is not elaborated on those again. They served as important input for the stakeholder analysis and actor interviews.

why   The aim of the stakeholder analysis is to recognize the main actors which play an important role in the Schieoevers project and how their influence and interests, relations, interdependencies and claims on space identify threats or opportunities for dialogue design (in the next section) and spatial design (in the last section). The outcome of this part contains a articulation of the sensitive and critical aspects of the Dialogue Framework, specifically for the context of Delft Campus station. The aim of the actor interviews is to validate the claims made in the abovementioned stakeholder analysis and to get more (personal) details and mainly sensitivities in the stakeholder landscape.

how   The stakeholder analysis uses a set of approaches to build up its models and conclude in its final statements. First, main instructions, governmental parties, companies and civil society groups are identified. Then, using all the different input from the data gathered at the document analysis and dialogue observations, is mapped in the stakeholder analysis matrix, which determines for every stakeholder its position, interest in the different (sub)aspects of the project, and other notions, see appendix vi. Within this matrix, an estimation is made on their relative influence, power and attitude
Thereafter, they are mapped in power-influence-attitude scheme, following Murray-Webster and Simon approach (2006). Thenceforth, a relational analysis is made via the Excel Macro Node Excel: in this way the complex structure of relations between stakeholders could be mapped and their dependencies became apparent. Finally, as all stakeholders and their contexts were clear now, their attitudes towards the different project aspects could be mapped in spider-charts, as well as their claims on space on the map of Delft South. With all this information, the actor interviews were held and in semi-structured interviewed they were questioned on what is presented before. These interviews were processed by transcription (using Otranscribe) and several coding rounds (using NVIVO). After the actor interviews, the stakeholder matrix is updated and accordingly, the models of the stakeholder analysis are brought up to date as well.

when, how many   This caused that the stakeholder analysis is updated a few times throughout the year, informing the different parts of the research (first actor interviews, thereafter the engagement strategies in part K). The actor interviews are all hold in the week of 11th of March, and were with five different actors, from different positions: two from the municipality of Delft (project manager and communication-participation adviser), one developer (Certitudo), one social housing cooperation (DUWO) and one councillor (from the local council

where from   of Delft). The document analysis and dialogue observations informed the rest of the statements in the stakeholder matrix. There is a more detailed description where all the different statements come from.
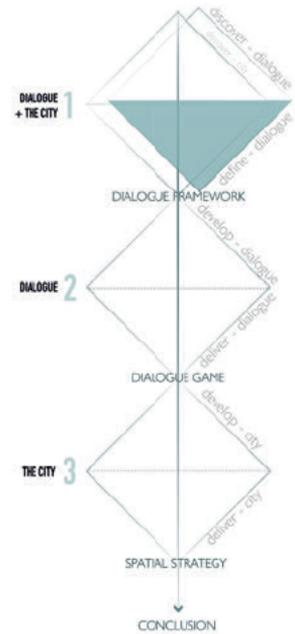
Figure F.1.1 Part F is in the define step of the first phase of the double diamond.
Source: author

document analysis

dialogue observations

stakeholder analysis

actor interviews

Figure F.1.2 Part F methods.
Source: author

F.2 | STAKEHOLDERS + THEIR PARTICIPATION

The previous part described the Schieoevers project from a spatial perspective. Nonetheless, these spatial factors will not say anything without the context of its stakeholders. Therefore, this part explains the history of the project and its complexity.

The Schieoevers project started because the owner of the Schiehallen wanted to sell his ground. He said, as phrased by the municipality:

> "I ll make a big distribution centre, I ll get my money. So he filled in a environment application and he said, well you can check it and then we will make a distribution centre there, BUT, dear government, dear municipality. Maybe we should talk about it, as it could also be housing and working and we can make a mix. And it would be good for both of us. So you can choose..."
>
> Actor Interviewee, municipality

So the municipality had to get to work, as a distribution centre would be a waste of the scarce space in the city. They had to make up their minds, but that was not easy because of the different types industry, not suitable for living. So that was where the Schieoever project orginated. They took the whole area including Delft Campus station, as multiple other areas (Schiehaven, Strip of Certitudo, empty plots) were also about the develop. For the other plots were businesses were housed, however, this came as a total surprise. Also, as in first versions of the plans there was mostly housing planned, which antagonized many of them: it would hinder them in their future growth, they would have to leave or the surrounding residents would complain about the noise and smell the businesses at the Schieoevers produce.

[30] "En als zij, als gezond bedrijf heb je ruimte nodig om te blijven groeien. En als er woningen naast komen en die die ruimte niet alleen fysiek maar ook figuurlijk zal... ja die is er op een gegeven gewoon niet meer. k bedoel, dat is een hele rationele reactie dat zij dan maar tegenover gaan steigeren natuurlijk."

> "As a healthy company you need space to keep growing. And if there are houses next to it and that space will not only be physical but also figuratively ... On some point there is simply no longer any. [...] I mean, their reaction is a very rational response that they will then start to sputter, of course. "
>
> Actor Interviewee, municipality

That caused the Schieoevers project to have a poor start.

When a new city council arrived, these plans were more steered towards a mix of living and working, with a focus on the innovative making industry. This relates to some of the current businesses already at the Schieoevers and other start ups and scale ups from the TU Delft which now cannot find a place in Delft. But still the business of the Schieoevers were suspicious on the collaboration of the municipality with investors: they also saw how much they invested in the area, so they also knew that they will have to build substansive new buildings.

Above that, the plans presented during the Schieoevers project looked like they were beyond conceptual, which worried the business even more: what would be their future? Few of these worries are depicted aside in figure F.2.1.

BKS Schieoevers
@BKSschieoevers

Wij zijn niet de enige die kritisch de ontwikkelingen op #schieoevers volgen.

> **Persbericht over transformatie Schieoevers – Belangenvere...**
> Zorgen over transformatie Schieoevers Noord Bewoners in Delft Zuidoost maken zich zorgen over de verandering van bedrijventerrein Schieoevers Noord in een plek waarnaast ge...
> tunoord.nl

Bas Vollebregt
@Bas_Vollebregt

Mooie, drukke en warme avond gehad bij @TOPdelft over ontwikkeling #Schieoevers. Zinvolle eerste teaser voor verdere gesprek met #Delft. Houd vooral delft.nl/Schieoevers in de gaten! (Ook voor de Schieoevers-Safari 😱)

3:10 PM - 28 Nov 2018

Slapeloze nachten

label: bouwbreed   👁 876

Het zal je maar gebeuren. Je bent gevestigd op een speciaal daarvoor bestemd bedrijventerrein waar alleen bedrijven zijn toegestaan. Je bent daar gaan zitten in verband met de duidelijkheid en investeringszekerheid voor je bedrijf. Net als jouw bedrijf kenden veel bedrijven op het terrein om je heen de afgelopen jaren een stevige omzet- en personeelsgroei.

Het terrein waar je bent gevestigd, is een gewilde vestigingslocatie en biedt werk aan duizenden arbeidsplaatsen voor alle type werknemers uit de regio. Op feestjes

Jaagt Delft start-ups de stad uit?

AD | Nieuws | Regio | Sport | Show | Video | Koken & Et...

Almelo   Alphen   Amersfoort   Amsterdam   Apeldoorn   Arnhem   Bergen op Zoom   Boxtel   Breda

▲ Langs de Schie zit nu nog veel industrie. In de toekomst moet er meer plek zijn voor werken, wonen en recreëren. © Fred Leeflang

'Maak ambitieuze plannen voor Schieoevers concreter'

De ambitieuze plannen voor het gebied Schieoevers moeten veel concreter worden. Dat adviseert de onafhankelijke MER-commissie aan het Delftse gemeentebestuur. Als er duidelijk richting wordt gegeven, weten bedrijven en omwonenden waar zij aan toe zijn.

F.3 | STAKEHOLDER ANALYSIS

List of stakeholders

01	G	Municipality
03	G	City Council
04	G	Province of South Holland
05	G	Metropole region The Hague Rotterdam (MRDH)
08	G	Water board
09	M	ProRail
10	M	NS
11	M	Business owners Schieoevers (BKS)
12	M	Developers
13	M	Urban design office Marco Broekman
14	I	TU Delft
15	I	VNO-NCW
16	I	Housing Coorporations
17	I	Environmental parties
18	C	Homeowners Delft South
19	C	Tenants Delft South
20	C	Future residents
21	C	Users stations

Figure F.3.1 Stakeholder analysis, using the method of Murray-Webster and Simon. The different letters before the numbers are:
G = Government
M = Market
I = Institution
C = Civil Society
source: author, see stakeholder matrix in the appendix for details about why a certain stakeholder has a certain attitude-power-interest, coming from which source. Not all stakeholders are depicted here, as some are not relevant for this analysis.

To get grip on the different stakeholders in the complex project of the Schieoevers, a stakeholder analysis is done. The aim of this stakeholder analysis is to map the different interests, attitude and power play between the stakeholders. Herewith, main stakeholder (groups) can be identified and there can be evaluated, what kind effect this will have on the dialogue.

Aside a list of stakeholder is depicted. A full list of stakeholders can be found in the stakeholder analysis matrix appendix vi. This matrix lists all the stakeholders and explains for each one their involvement, interest, power and attitude. Supported by quotes or observations, this serves as basis for upcoming diagrams.

In this diagram, following the method of Murray-Webster and Simon, the different stakeholders are mapped on their power, interest and attitude. Some observations:

- BKS (business on the Schieoevers) organised themselves professionally, which was needed as the subpart before showed their interest in the project.
- Developers want to start building, as they already had to postpone until the Definitive Development Plan of the Schieoevers (DOP) was ready. They've been put on hold for a long time now:

".... And we want faster, because of course we have financial interests, major interests. We buy a lot of real estate there, of which some are vacant and some are rented out, so it costs us a lot of money every month. And yes, in the municipality as a whole I think there is far too little attention for that. We are the ones investing in this area, and how longer it takes, how more costs we make, the less that we can spend at proper buildings and sustainability for instance."

Actor Interviewee, developer

- TU is a major player, but little incentive came from their side to help to develop this like something that relates to the campus, even though the new name will be Delft Campus statino.
- Prorail just wants to start building the tunnel and new station. They got this project in the crisis and won't pay a cent more.
- For the time being, Dutch Railways (NS) will not do anything for enlivenment, as it only has 4,000 people going in and out per day, and they do not predict that it will be much more in the near future.
- Residents are not engaged: Schieoevers is on the other side and for Delft Campus station the developments seem far away. They are unaware about the fact that there will be four traintracks coming. And specifically for the residents in Tanthof, they are not keen on many extra inhabitants:

"I came to live here because it's a low-stimulus neighbourhood, and these new dwellings will cause a many more people coming in and out the neighbourhood. And where will all these people park their car and go grocery shopping?"

Streetinterviews
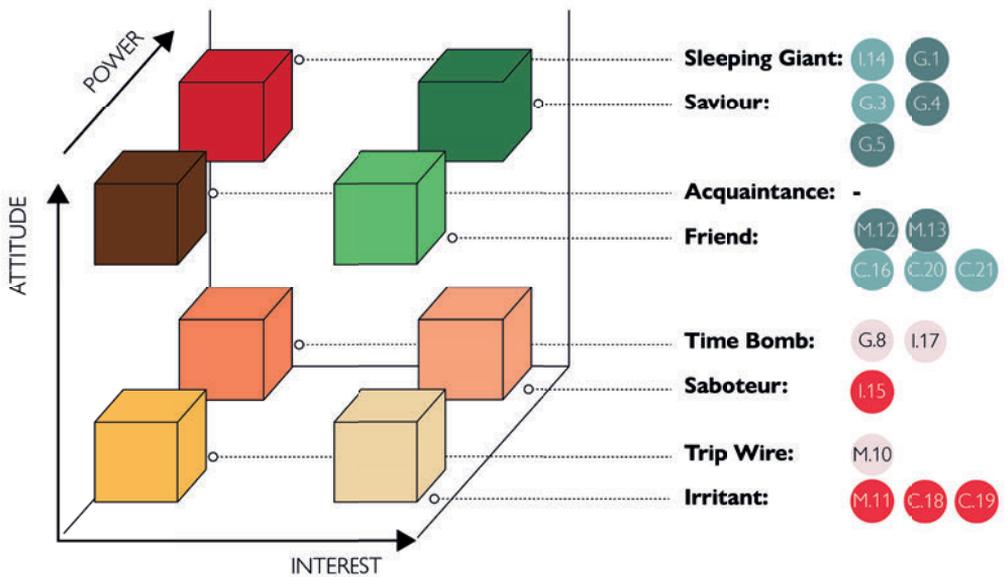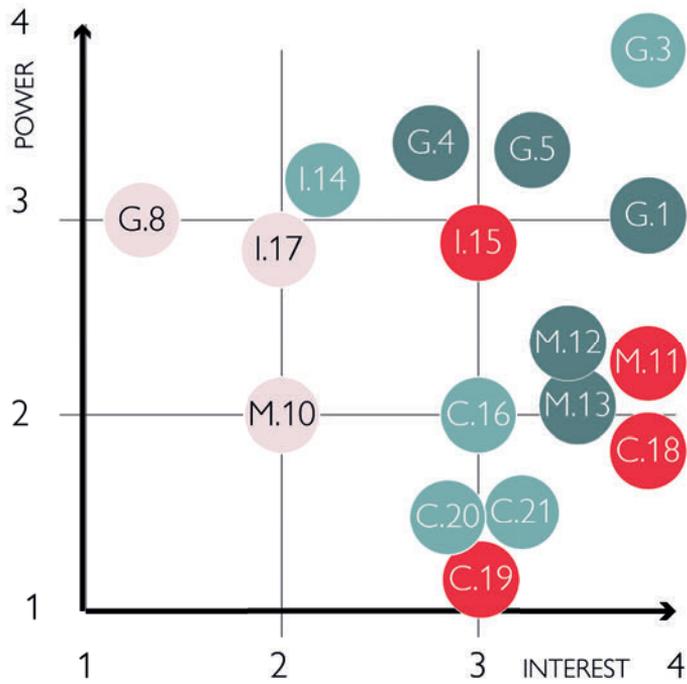
F.4 | RELATIONS + DEPENDENCIES

Figure F.4.1 Stakeholder
relations.
Source: author

The previous paragraph, the different stakeholders and their interest are presented. Here their interrelations and dependencies are shown. As can be found, the municipality is heavily depended on others, which makes the process very slow:

"When municipalities want to transform areas, then a developer comes up with: I have a property and I have a bag of money, so I can develop, and then wants to get going. But in a whole lot of situations you notice that the developers want to go too fast and that the municipality says, oh if you want to go develop, then we still have to go through a COP, and a DOP, and the participation process and ... And then it usually stops for a year, that's my experience."

<div align="right">Actor Interviewee, developer</div>

While for the other actors, it feels like the municipality is very engaged with the developpers, while the municipailty does not know anything about what they are going to do:

"....what is trust then and why is it that those parties sometimes have the feeling that people are not listening. So from BKS I can understand very well that they feel that the municipality is sitting on the developer's lap to draw something beautiful here. While the municipality says; well we don't know yet."

<div align="right">Actor Interviewee, municipality</div>

Those conversations, however, has been improved over the past year. BKS and the municipality see each other very often and they are on speaking terms again, slowly building up the trust:

"Yes, and I know that the Schieoevers have two or three weekly contacts with the aldermen. So I say that to indicate that ... I think it is especially important to ensure that the conversation continues. And I have the impression that the conversation is ongoing. I know they meet each other regularly - so those are the college and the BKS board - maybe even a little too often. And there are different interests and that is why there is friction. But ... In the beginning it didn't go quite well but now it does. Friction is not wrong."

<div align="right">Actor Interviewee, city council</div>

Although the municipality is one of the most powerful entities in the system, they are heavily dependent on other stakeholders. And as those other stakeholders play very strategically, there is no environment for trust and collaboration.

Gemeente Delft - Ruimtelijke Gemeente Delft - Participation Gemeente raad Province of South Metropole region Den Haag Rotterdam (MRDH)

National Government Ministerie BZK Waterschappen Prorail NS

Watertorenberaad Business owners Schieoevers Developers Schieoevers Developers Delft Campus Station Urbanists & Architecten

Investors Tiny Houses The Green Village Delft University of Technology VNO-NCW

Economisch Platform Delft (EPD) Housing coorperations Inclusive City hub Natuurbescherming Citizens of Delft

Citizens of Delft South - Citizens of Delft South - Propert Citizens of Delft South - Community Future citizens Delft South Users Delft South Station
leaders, residentsgroups

F.5 | TERRITORIES + INTERESTS

Figure F.5.1 Stakeholders and their territories of interest. (right page, above).
Source: author

Figure F.5.2 Spider diagrams regarding the interests in spear heads of the municipality for Delft Campus station. The spider diagram shows the interest of the five different main stakeholder groups towards the eight different spearheads for Delft Campus station on a relative scale from 1 to 4. 1 is low interest, 4 is high interest. Colors correspond with the legend of figure F.5.1. Municipality is not shown in this diagram as they would "find all spearheads equally important".
Source: author

Inner-city transformation is always difficult: there are many actors and interested parties, people with territorial behaviour, existing context and spatial problems that can be taken into account. And that is not surprising because - to make it even more complex - everyone has their own territory For instance, urban planners take the station as the center, but everyone looks at you from their own frame of reference and which part they live or workL Tanthof residents have nothing to do with Voorhof, developers both think their side is important for a lot of liveliness. In between, Prorail just wants to make a tunnel, the Province is not going to do anything, as well as the TU Delft. While the ambitions for this area are high and need an integral approach. Also for sustainability goals there are praising, but not every stakeholders has this high on the agenda:

> Interviewer: What is the attitude of all these stakeholders towards the sustainable goals you have put forward? What is their general stand?
> Interviewee: Well that is an interesting question, as everyone wants to think about that, but it is nobody's priority.
>> Actor Interviewee, municipality

And as other stakeholders feel that it is not high on the agenda, they act upon that:

> "Of course we also have a green label ourselves if we want to radiate as a company. But now we are a good student, but only we are doing that, but we don't have to be the best student in the class. That does not delivers us anything."
>> Actor Interviewee, developer

That results in that everyone has their own concerns and focus, making integrated planning difficult. And that gives sensitivity in the organizing participatory processes. Everyone wants something to happen at that square, as it is evident that something has to change, but everyone thinks from their own perspective.

As a city council member stated during the actor interviewee:

> "I mean what we are going to do there is absolutely insanely ambitious. And if we want to achieve that, so many dwellings there, then we have to do a number of things very cleverly and what I think of the concept development plan is not that far yet. It mentions what we all want to achieve, but not how, and so the question is whether that will make it."

The claims on space and the different interests of stakeholders make designing for this context complicated but the conversations about it even more complex.
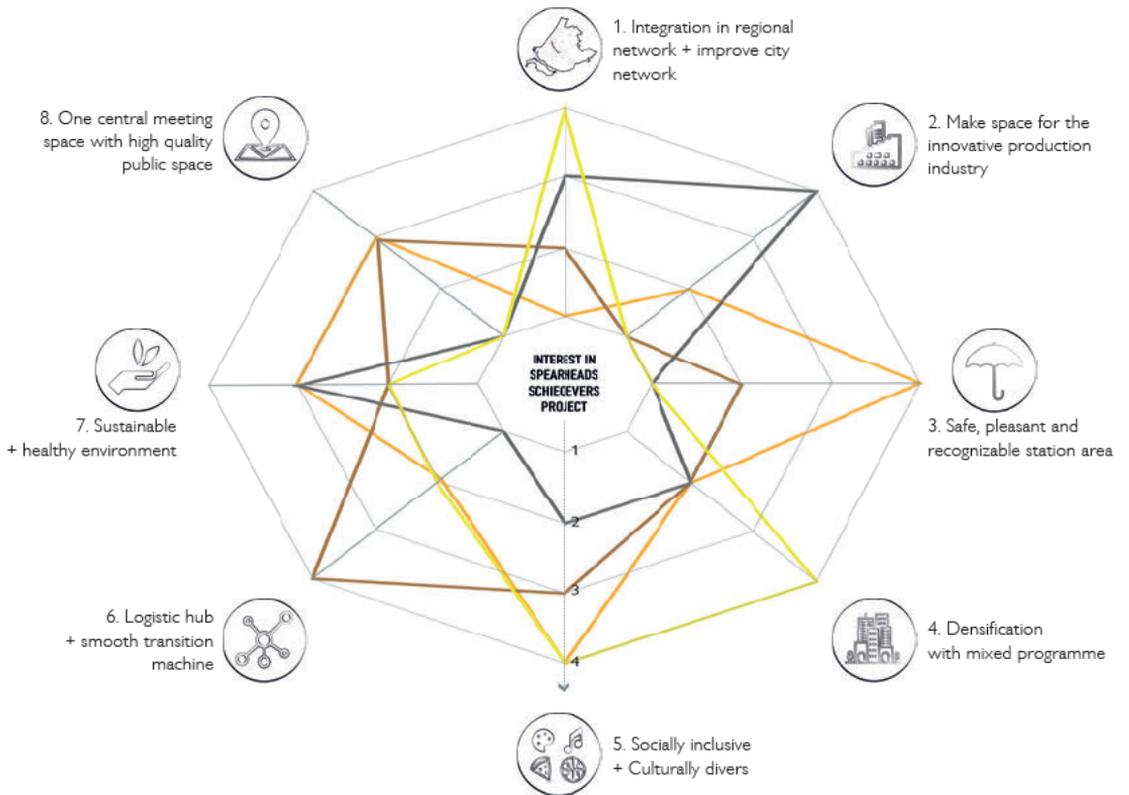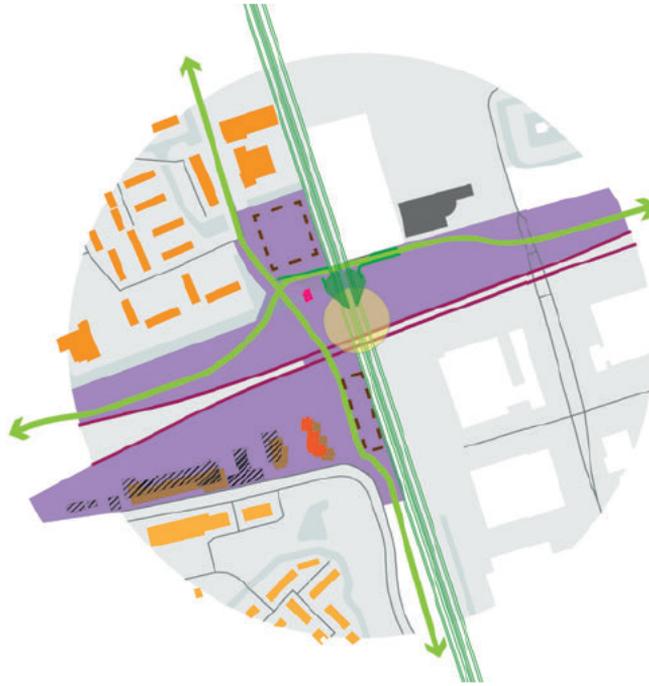
1. Integration in regional network + improve city network

2. Make space for the innovative production industry

3. Safe, pleasant and recognizable station area

4. Densification with mixed programme

5. Socially inclusive + Culturally divers

6. Logistic hub + smooth transition machine

7. Sustainable + healthy environment

8. One central meeting space with high quality public space

INTEREST IN SPEARHEADS SCHIEOEVERS PROJECT

1
2
3
4

F.6 | ON DIALOGUE: IMPLICATIONS FOR TOOL DESIGN

The future for Delft is very clear: there is an immense urbanization task upcoming. And as Delft cannot grow beyond its borders anymore, it has to do it within the city's limits. . And there comes the first issue with interest collision: the areas where the city of Delft appointed which would be perfect for densification, the Schieoevers, many business owners are situated which produce a lot of noise and smell. This part looked at the Schieoevers project from the stakeholder perspectives.

The Schieoevers process had a long history with antagonized stakeholders, in which trust needed to be restored. By unhandy presentation of plans (f.i. displacing ones affected) this frustration was fuelled and by high ambition of investors, trust in organizing parties was remarkably low because of precedents with the previous build station in the past, and stakeholders doubted equality in the process ("investors are on the lap of the municipality, our opinion is not valuable to them"). Because the plans were shown in such a way, it also looked like a very definitive plan – while it was emphasized that it was an adaptive plan – caused stakeholder to think that there was no openness for new ideas, nor flexibility.

This, and many other factors, caused stakeholders to act strategically and not show their real self (ideas and values). What also did not contribute to the dialogue, was that people did not feel listened to, as plans did not really change throughout the year full of participation sessions: the municipality did not provide enough information about what happened behind the scenes, throughout the yeras so stakeholders felt like it was all rigged. Urban redevelopment is always very complex with its many stakeholders, and especially in Delft where there is so little space for so much needed housing. The complexity of the bigger picture, so here, transparency of thinking steps were of increasing importance.

The city of Delft is very active in organizing their participatory processes, but sometimes they tend to focus too much on the pragmatic sides of it. While they should ask themselves, why do we do participation necessary and what is the suitable way. Not who makes the slides or .

As we can conclude from this part, the different tensions between stakeholders and the spatial issues. The history of the process and the tensions between stakeholders will undermine having a productive dialogue. This give us context dependent constraints on the Dialogue Framework which we have to take into account when designing the game. Next part will translate these constraints and enablers for productive dialogue towards a design brief for the communication tool, which is sensitive for above mentioned context factors.

OPPORTUNITIES

Residents are actually quite satisfied with the area

Room for densification

Opportunity for regeneration

Tunnel for west-east connection

Sustainable ambitions in new mobility and energy

More trains per hour (better mobility)

Opportunities for integral solutions of climate issues (soil subsidence, urban heat island)

THREATS

Current business own plots and have a radius environmental category 4

High rise ambitions next to 2 layer dwellings

Social housing ánd homeowners

New tunnel also opposes new barriers between the station square and other plots.

Certitudo has no circular ambitions, energy neutral is not possible for their business case

Residents and businesses feel ignored by new name

Many different business owners, difficult for integral planning

PART G: ON SYNTHESIS

Part G is different than the parts before, as in this chapter, no new results is obtained. This is because of the fact that it is a synthesis of results before: it combines all different findings from previous parts in order to come to a case specific design brief for the tool. Therefore, it piles, summarizes and organises found results before and it follows chronological steps taken to come to a final framework and thereafter design brief for the tool. In this way, this part marks the end of the first section and the define phase of the research, as shown in figure G.1.1.

On the next page, G.1, explained how the steps are taken to come from a complex framework to a simplified model. With choices made from theory, reality, context and actors. And practicalities, as thesis is bounded to an amount of resources (time, budget, et cetera). Lastly, this simplified model is translated to a design brief with design goals. The design brief will be the starting point of the next section, which starts diverging again as it is in the design phase of the dialogue tool. Although no "new knowledge" is added in this part, this part is about a continuous interplay between theory and practice; generic ideas about the dialogue and context specific notions of Delft; research and design choices, which is inherent to the Design Based Research methodology.

Because of this interplay between elements, the synthesis can be made and therewith gives answer to the fourth research question, RQ4: "What are the conditions for a productive dialogue in Delft and how are they translated to tool design criteria?"

RQ 1   RQ 2   RQ 3   RQ 4   RQ 5   RQ 6

G.1 | CONCLUDING THE FIRST SECTION: SYNTHESIS OF RESULTS

As is shown in part B and D, the dialogue contains many dilemmas. Participatory conversations are precarious and even with the right intentions, they can easily escalate, causing not only not getting the right input, as well as frustrated citizens and little societal support for the to be made decisions. As so many factors influence the dialogue, the most important factors had to be chosen when making a design in order to have a focus. In this thesis, these choices within the factors are chosen by taking different steps. These steps are made in chronological order as described here:

part B and D delivered a framework for dialogue, with 8 enablers and many constructs: operationalised terms which the expert interviewees used to explain the different enablers. Because part D also contained a basic quantitative discourse analysis, a first conclusion could be drawn about importance. Now there is a fairly complex framework with a little bit of focus by a basic quantitative discourse analysis.

Then a focus was applied by comparing this framework with the observations done in Delft: what was observed what is matching with the framework and therefore considered to be sensitive in the upcoming designed dialogue: therefore the sensitive constructs are marked, which can be found in part G.2. The learnings of the dialogue observations are shown in the blue boxes, as the example shown aside. Thereafter, this framework with more important and sensitive constructs is compared with the spatial context and stakeholder interests. These factors state next to sensitivity, also other conditions for the dialogue, as the specific project and context will take place in a certain stage of the design process.

Lastly, choices are made by reasoning of the author. By reasoning, choices are made within the framework where to focus on, what it was thought would be most important for the dialogue in Delft. Also pragmatic choices are made: what is possible within the resources of the thesis and what can be designed for one moment with participants?

Al these steps conclude in a Design Brief in part G.3: a statement about what is most important to design for. This is a context specific feeling. This results in the goal for the to be designed tool.

Note that these steps are presented linear, while the process was to a great extend iterative, especially as the observations of the Schieoevers dialogues took place throughout the whole year.

As shown in the steps, no pure methods are used finding the answers, besides finding answers in own research results.¬
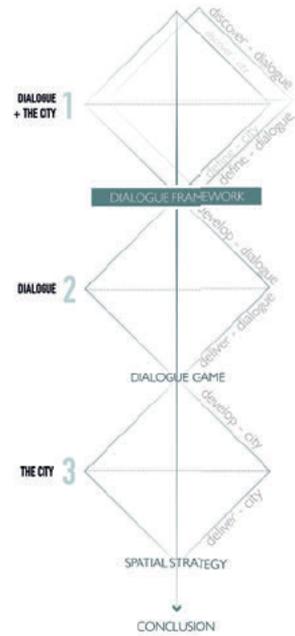
Figure G.1.1 Part G is in the define step of the first phase of the double diamond, the concluding step of the define step to be precise
Source: author

Legend: "description from log journal from the dialogue observations, which endorse one of the statements made"

dialogue observations

G.2 | CONDITIONS FOR DIALOGUE IN DELFT

The generic framework deriving from part D is a good framework for testing whether to do participation or not, and when there is participatory process to organise. The full framework with all its dialogue principles, enablers and subconstructs appendix iv. However, these enablers and their constructs are generic for all the dialogues in collaborative planning, so when designing a tool which hits the spot for a specific project, context and municipality, it is too overwhelming and too little focus. Therefore, there will be added "sensitivity" for the context for this tool for this specific project (de Schieoevers, with the focus on Delft Campus station). Sensitivity means sensitivity for the context, as in certain projects or places, certain aspects of the framework are of more importance or more relevant. That means that they should have extra emphasis in the tool design, as they are more difficult to reach or develop. For instance what has happened before in the process (Schieoevers but also history of Delft, Delft South and spatial development there) which may cause actors be sensitive for certain utterances or activities, and need a special approach. Where will the interaction go not so smoothly (because of context). In this subpart, there is explained how the spatial context of Delft and the project of Schieoevers (part E) and the stakeholders and their interests (part F) - and their combination - formulate these sensitivities and thus focus within the tool design. Lastly, practical choices are made, as this project is bound in resources. To conclude in a selection within the dialogue, as shown aside in figure G.2.1. In the next paragraph, the choices will be explained by examples.

G.2.1   Adding sensitivity

The case of the Schieoevers is studied extensively, and not all choices within the Dialogue Framework are easy to track down. It was an iterative and reflective process, were choices were altered when new information was found or new knowledge was generated. As this process was so complex and lengthy, a few choices will be explained, one or more for every step taken (the steps which are explained in part G.1) to come to the final choices within the framework. Please note that these are examples and many more considerations are made then the few listed below:

Basic quantative discourse analysis
• One of the enablers stood particularly out by named by every expert interviewee multiple times: the openness of the planner as well as the participants. Every expert interviewee emphasized the need to be open for new perspectives and ideas from both side, to build on something productive. This openness produces reciprocal trust and understanding, which is essential for a productive dialogue. Therefore the first focus from the dialogue framework was; openness – for change and new ideas/values.

Delft spatial context
• The, the spatial context was considered. Sometimes it is hard to point out how the spatial context would influence the dialogue, but in this case it directly lead to the construct "the bigger picture – complexity" of the enabler information provision. The complexity of the case with its many stakeholders interests and spatial issues must be shared during the dialogue, to a certain extend of course, as otherwise

the contributions in the dialogue does not lead up to something constructive (as it does not regard the complexity).

•   Furthermore, the review of the case of the Schieoevers, showed that in previous processes, the municipality or urban planners lacked in showing how they would come at such an ambitious plan (especially at the start of the project). Therefore, the "transparency of thinking steps" is of great importance. To show what your doubts and considerations are, the participants will not only understand them better, but also a certain trust emerges, as you open up to them.

•   This also relates to the construct "being explicit" as in the reviewing of the case of Schieoevers, it became evident that the plans as presented, sometimes lacked details and used vague terms, which only gave the other stakeholders more uncertainty and did not know what the plans entailed. An example of this is the adaptivity of the plan, which showed a lot of high rise and new dwellings on places where now industry has its terrain. This adaptive plan, however, ranged until 2070, a period of time were anything could happen. For the communication tool, it is important to be more explicit, or if there is no clearance yet to give, be explicit about what you do not know yet.

Figure G.2.1 The Dialogue Framework with details (right page).
Source: author
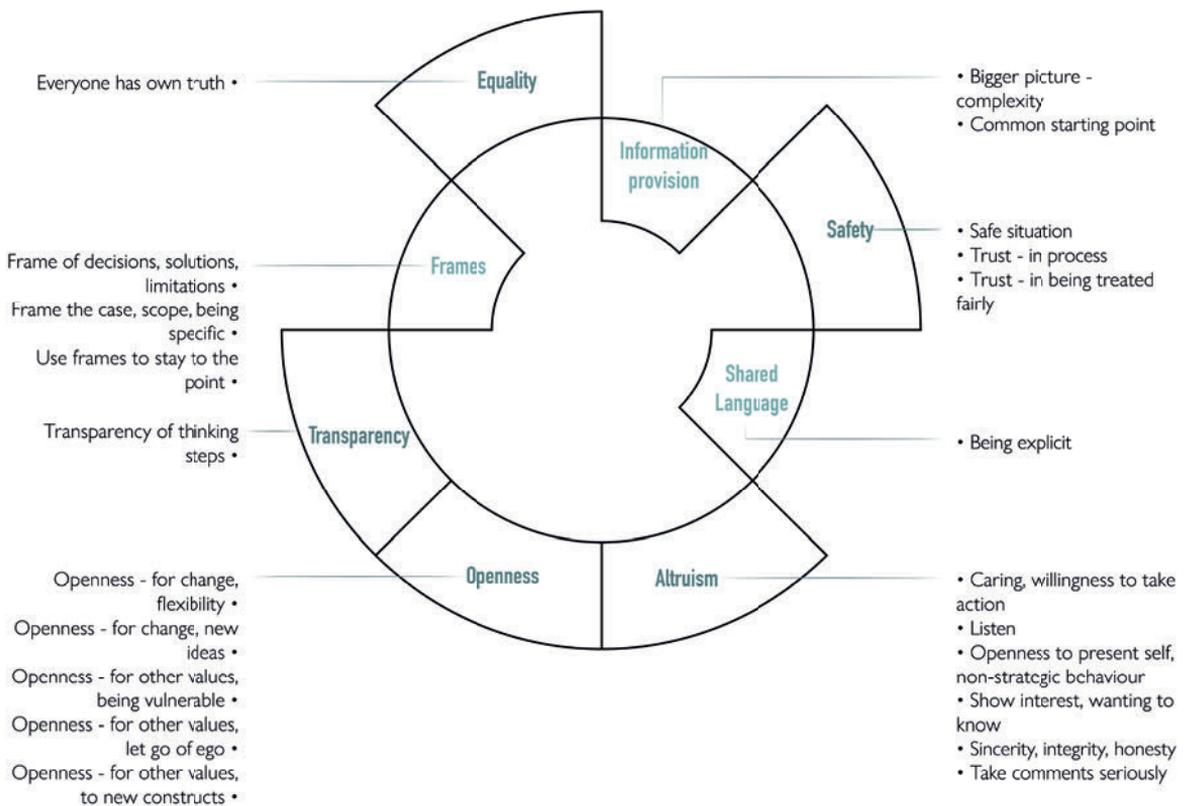
Figure G.2.2 Design Brief "wordcloud" which describes the general feel of the Design Brief. Red text is negative related terms (right page). Source: author

Dialogue observation:
Landowner Schiehallen: "... The, in phase 1 is all ours *points on map*, if Prysmian moves..."
Prysmian: "I cannot say anything about that."
> Strategic behaviour

Stakeholders analysis

- Thereafter, the stakeholder analysis was considered. As stated in part F, the project got off to a bad start. . By unhandy presentation of plans (f.i. displacing ones affected) a frustration was fuelled at the side of the businesses and by high ambition of investors, trust in organizing parties was remarkably low and stakeholders doubted equality in the process ("investors are on the lap of the municipality, our opinion is not valuable to them"). Therefore it is of great importance to ensure equality in the communication tool, and show that every opinion is valuable.

- Next to that, the toxic collaboration climate caused, among others, stakeholders to act strategically and not show their real self (ideas and values), as can be found in the dialogue observation example aside.

- Lastly, what also did not contribute to the dialogue, was that people did not feel listened to, as plans did not really change throughout the year: the municipality did not provide enough information in what happened behind the scenes, so stakeholders felt like it was all rigged. Therefore, the tool should enhance true listening and making sure that participants truly hear what the others are saying.

Practical decisions

- Finally, decisions had to be made about what is organizable within a tool? For instance: trust in institutions is difficult to realize in the interaction itself (except from delivering a fair process). Therefore there is chosen to focus within the trust construct on trust in process and trust in being treated fairly.

- A question was also, what can be done with participants who are involved for probably only one participatory event? There could not be organised a sequence of meetings, as this would fall beyond the time frame of this thesis, as well as measuring certain constructs which can only be measured in a longer period of time. In this way, a few more constructs were dropped. For instance: transparency of process (afterwards) cannot be measured within the timespan of the graduation thesis.

G.2.2   Translation of terms

Part G.2.1 concluded in a case-specific and project selection of the Dialogue Framework, see figure G.2.1. But if being critical, this is just a selection of constructs where can be tested upon. It does not say anything about the feel or the goal of the tool, what it should represent. Therefore, the chosen terms are analysed, reorganised, compared and from this iterative process, the general feel of the Design Brief derived. This combination of words express the experience the tool should provide, in order to touch upon the specific context of Delft. An overview is shown aside, in figure G.2.2. For the dialogue in Delft this general feel is "Sincere, Sharing & Recognizing". Why these words are chosen, will become clear in the part G.3, the design brief for the dialogue tool in collaborative planning in Delft.

Dealing with Dissenters

Municipality = Hesitant

Complexity actually simplifies: so inform people about your doubts

It pinches at Delft South: difficult setting & difficult stakeholders

Willingness for exchange

EXPOSURE

Welcoming a multi-subjectivity setting

Guiding the roles of narrator and listener

Leaving room for emotion
There is not such thing as one truth

Accepting the "In confusion we are one"

SINCERE

SINCERE, SHARING & RECOGNIZING

SAFETY

Unsatisfactory endings of participation

Lack of Trust

red = negative and current situation
blue = positive and aimed at

A safe haven

Sincerely listen and want to hear

Stating as it is

Not showing the back of your tongue

G.3 | DESIGN BRIEF FOR THE DIALOGUE IN DELFT

To end the define phase of this process, a design brief is formulated. In urbanism, this would be named a spatial vision, but with product design, this works a little bit different (source). As learned from industrial design colleagues, a design brief exists off the problem statement, the goals of the design and the to be solved design challenge, where the design challenge says something about the general feel the tool must have. These products are based on previous findings summarized in this part, coming from both the discover as define phase. In this way, a final scoping will be done. In this way, this parts makes a synthesis to come to the essence for the dialogue in Delft: choices and focus points within the principles and enablers of productive dialogue, combined with the constraints of reality from the case of Delft Campus station.

G.3.1 Problem statement of the now

As found in the discover phase of this research, there are – although its preached promises – many problems with participation: not always used for the right means, the focus on consensus compromises innovative ideas, would not help in the integrality and complexity of urban development, it could cause segregation and exclusion and the participants would not have real influence. When looking at the interaction between urban planners and citizens itself, the frame where the discussion in could place is not clearly set, it is a two-way conversation (them versus we), there is a misunderstanding between dialogue organizers and citizens and urban planners do not have the right communicative skills. Altogether, this was formulated in the problem statement, that participatory processes in the Netherlands lack quality, as they are used for the wrong objective, beneficial outcomes are unclear. The Dialogue is not constructive as it not equal, difference in knowledge and there no listening. The urban planner is not skilled, as they perceive the interaction as a black box and they lack communicative skills.

The current focus in conversation in participatory processes in Schieoevers Delft lays on presenting current thoughts and asking for a reaction, rather than asking why participants think a certain way and what their reality is. Especially for not so powerful, layman or non-organized groups, it can be difficult to express themselves in a group setting. They have the feeling that their comments are not taken seriously.

Urban planners do not truly listen to new ideas, neither have a certain flexibility in their process, plans or ideas. The municipality of Delft has sometimes shown to be careful, hesitant and not explicit, and previous projects caused a lack of trust.

Therefore, the ambition was set to provide a more realistic relation with the public and design something that aids the urban planner to facilitate the interaction.

G.3.2   Goals of the Design

Following the problem statement, aim and constructs as described above, the goal of the design became:

Main objective: to facilitate a productive dialogue: a conversation that increases the mutual understanding between participants

In order to support the urban planner understand other realities and therewith, give meaning to the spatial design

Which means for the urban planner, that he will be supported to facilitate a conversation where his problem statement of case will be enriched, find new ideas and understand objectives of others. The participant will learn about the multi-subjectivity setting, get insights in its complexity and be heard in a fair way.

G.3.3   Design Brief

Altogether, the problem statement, aim, design goals and the focussed on aspects from the Framework, resulted in the following Design Brief, which has the main feel "Sincere, sharing and recognizing". The Design Brief states the future:

Future

An opportunity lies in introducing an interaction between participants and the urban planner which explorers the multi-subjectivity setting. Through a playful setting and guidelines for conversation for the urban planner, this interaction could give the participants the opportunity to express their reality of the space in and relating to the framed project area. Instead of reacting on an ambiguous plan, participants articulate their current needs and show their wishes for the future, within the given urban themes. On the other hand, the interaction helps the urban planner to open up and to listen and get to know the participants.

This meaningful interaction for both the urban planner and participants, promotes the mutual understanding of each other, which helps the urban planner to make more thoughtful plans and the participant be heard and treated fairly. By showing the complexity, doubts are shown honestly, making the participant co-owner of the problem.

In conclusion, this design brief and focus aims to creation a foundation for the next phase in the design process: the develop phase (in part H). Here the design of the communication tool for dialogue will be started and will be concluded with a first design for the tool.

INTERMEZZO

SECTION 2 – DEVELOP DELIVER: DIALOGUE

PART H: GAME IDEATION

Concluding the define phase resulted in a design brief. But what happens then? How does a communication tool for dialogue originate from a design brief in the next phase of the double diamond, the develop phase? Before a game can be created it must be clear what a game entails, what the potential of gamification in complex problem solving is, and why these methods could be used. This part starts with a short exploration on game theory in part H.2, in order to design for the right purposes. After that, goals of the design brief and the game goals are translated in a program of requirements for the game (part H.3). Based on this outline of the game, a focus group session was organized with game design experts, which is described in part H.4. The focus group delivered a substantial amount of ideas which served as input for the personal ideation process, described in part H.5. The creative process of part H.5 resulted in the outlook of the first prototype in part H.5, which serves as a conclusion of this phase, the develop part.

Summarizing, this part of the thesis works towards a feasible first prototype of the Dialogue Game. This part of the answer of the fifth research question, translating the tool design criteria in a first prototype. In the next phase, part I, that first design is prototyped and tested.

RQ 1   RQ 2   RQ 3   RQ 4   **RQ 5**   RQ 6

H.1 | METHODS

what   To learn about the ideas behind gamification, part H.2 uses the method of literature study. The methods of focus group and personal ideation are used as part of the practical skills of design.

why   The aim of literature study is to gain knowledge about how playfulness is applied to professional environments and what it stimulates (is gamification the right choice for this case?). The literature study was not an extended literature review, as that was outside the scope of this research. It is solely used to gain understanding of how people collaborate and learn in a playful way. As an urbanism- and communication student, the author's expertise was not in designing games. Therefore, the objective of the focus group was to kick start the creative process of design and to be advised by professional game makers. The aim of the ideation process was to come to a first version of the tool which could be tested. This chapter gives a short overview of the extensive iterative process. The final goal of this research is not to build an optimal game: the game is a way to approach to problem and as such a part of the process to create novel knowledge as the design-based research approach prescribes, a continuous process by means of reflection and iteration. For the readability of this report, this part only describes the steps which led to the first prototype, in a linear fashion.

how   The design process is often fuzzy and it is hard to track down where certain ideas come from. But in order to make the design steps traceable for this report, various approaches are used to describe what is done to come to the first prototype of the game. First, the design brief was broken down into its why-how-what, following Simon Sinek's golden circle (Sinek, 2009), to understand where its value lies. Thereafter, the approach of the game design canvas was used (Korhonen, Halonen, Ravelin, Kemppainen, & Koskela, 2017), an approach which evolved from the better-known business model canvas (Osterwalder & Pigneur, 2010). From here, the first storyboard and program of requirements was derived. Now there was a clear design brief, a program of requirements and storyboard, it was time to start the creative sessions. Multiple focus group sessions were organized in order to start the designing process. Every time a different set of questions served as basis to the focus group session, depending on how much further the outline of the game had developed. In this generative sessions, ideas for different game rounds and elements were found as well as practical tips for designing games. After this elaborate preparation, the phase of the author's own divergent ideation started, described part in H.5. A metaphor study, the usage of idea cards and looking at other examples of existing games for urban planning, helped the creative process. This part concludes with the first testable prototype in part H.6.

when,   With five game designers from different disciplines and different backgrounds, *how*   the program of requirements and first ideas were discussed. As the designers *many*   were not able to meet in one session, four different sessions were held, between 6-11th of June. In appendix vii, more background information about the experts of the focus group sessions are presented, as well as the specific outcomes of the different meetings.
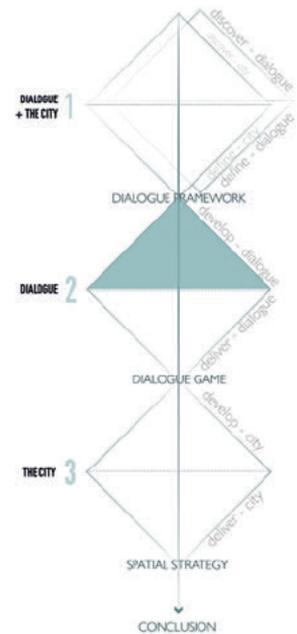
Figure H.1.1 Part H is in the develop phase of the second diamond, on the dialogue design side.
Source: author

literature study

focus group

ideation
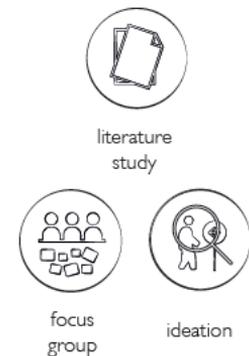
Figure H.1.2 Part H methods.
Source: author

H.2 | WHY A GAME?

One could question before reading this chapter: why would the urban planner not simply ask the citizen about their view on the reality of the place, in order to find out about the multi-subjectivity setting? This conversation, however, as also showed in part B and D, appears to be difficult. Not only for the urban planner, but also for the participant, as conversations are precarious and people easily feel unsafe to say (properly) what they mean or feel. Therefore, the concept of games is introduced.

To reach the goal of the tool - finding an answer to the complex problems in the urban context– it is important to uncover what people know, feel and dream. This level of knowledge is hard to obtain, as Sanders and Stappers describe in their model of levels of knowledge, as can be found in H.2.1 (Sanders & Stappers, 2012). Explicit knowledge expressed in things we say and do is easily observable, but is only the tip of the iceberg of things we know. In order to find this deeper knowledge, one should put more effort into coming to tacit and latent layers (Sanders & Stappers, 2012).

Games can be a tool to provide generative sessions, as games support knowledge co-creation through providing a structure for interaction (Hannula, 2014). The game structure helps the players to be transported in another reality, and with that, game designers "use the game structure to support idea generation, collaboration and interplay using game material, and utilizing the game to assign roles for players" (2014, p. 41).

In this small literature study, several reasons for gamification are defined. A few of them are listed below, as they match with earlier stated dialogue enablers or their subconstructs:
- Games stimulate learning and knowledge sharing (van der Meij, Broerse, & Kupper, 2017). This is the most important listed goal of the tool. Games create a space where the presence of intellectual curiosity and flexibility is manifested (Dewey, 1910), which is a prerequisites for learning.
- Games generate new ideas and discoveries, an important principle of the dialogue.
- Games nullify boundaries of time and space and create a free mind. Playful behaviour characterized by being free and profitless of nature. This is stated important, in multiple enablers: free of frames, safety, sincerity and non-strategic behaviour.
- Games can provide a space with absence of dogmatism and prejudices, which links to the enabler safety.
- Next to that, playfulness can aid people to deal with complex tasks and critical thinking. This also has to do with the fact that games often generalize complex issues to represent reality. This could help to break down the complex case of Delft Campus station.
- And most importantly for the goal this thesis is designing for, it supports the exploration of new ideas, despite the complex circumstances (Sanders & Stappers, 2012).

A distinction, however, must be made between (serious) games and gamification or playfulness. Gamification could be defined as adding game-like elements to a nongame context (Brigham, 2015). The main difference between gamification use game-like mechanisms to increase participation and engagement, while serious games are totally new environment. As the knowledge creation in this thesis is focussed on a real place and context, the game will still have to take place in reality (the nongame context). So strictly speaking, the designed game is not a serious game but a workshop with gamification elements. Nonetheless, this definition was important for the author, but it will still be called a game in the workshop, to increase the engagement of the participants.

Van der Meije et al provide three process requirements for game design with their narrative literature review, which are taken into the game requirements in the next parts:
- Experimentation space: openness for all ideas shared, no judgement, flexibility in structure and order
- Focus: people need to know what to do throughout the learning process, as when people can focus on comprehensible tasks, deeper reflection is done more easily.
- Stimulating guidance: to support motivation and engagement.

To conclude this small literature study, the concept of gamification or playfulness is mentioned as an effective learning and reflection tool. As it creates a process which has an intellectually, curious, alert, flexible, inventive and prejudice-free attitude, where new and complex information is easily taken in and where new ideas or knowledge is created.

Figure H.2.1 Knowledge levels. Source: author, with input from Sanders & Stappers (2012).
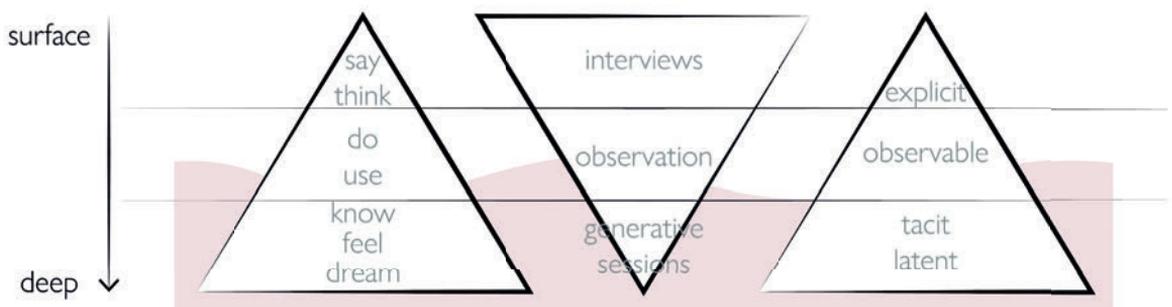
H.3 | PROGRAM OF REQUIREMENTS

As mentioned in the introduction, this part will deal with translating the design brief into a workable program of requirements. A program of requirements helps to make choices for design, as design choices can be tested to it. The program of requirements is mainly based upon the goals and constructs from the design brief, but also took into account more practical reasons. To start with the program of requirements, first the golden circle of Simon Sinek was filled in (Sinek, 2009). In this way, a focus of goals could be found. Thereafter, the methodology of the serious game canvas is used, adapted from Korhonen et al. (Korhonen et al., 2017).

To recap: the Design Brief stated "Sincere, sharing and recognizing" with as main goal:

Main objective: to facilitate a productive dialogue: a conversation that increases the mutual understanding between participants

In order to support the urban planner understand other realities and therewith, give meaning to the spatial design

Which means for the urban planner, that he will be supported to facilitate a conversation where his problem statement of case will be enriched, find new ideas and understand objectives of others. The participant will learn about the multi-subjectivity setting, get insights in its complexity and be heard in a fair way.

H.3.1   The Golden Circle: operationalizing the design brief
By using the philosophy of the Golden Circle of Simon Sinek, something is created what is truly desirable as you start with the why, instead of reasoning from the what. In this way, more innovative ideas can be founded (Sinek, 2009). Figure H.3.1 explains the process of going from Why, to How, and What the game should entail.
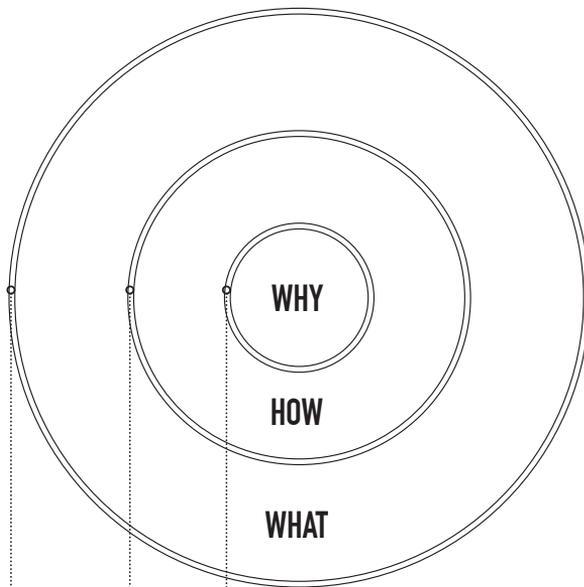
WHY

Collaborative planning needs better understanding in conversations between urbanists and citizen to create meaningful interactions that contribute and influence to the planning process.

There was found that if planners understand <u>why</u> participants say what they say, participants can have a greater influence and contribute to the planning process. That makes conversations between urban planners and citizens more meaningful, as this actually brings change. And in conversations we can understand one another better if we elicit the underlying values and assumptions in which our rationale roots (Schön, 1983). Therefore, this game focuses on the mutual understanding of these different values and assumptions between its participants.

HOW

Create mutual understanding by exploring the multi-subjectivity setting through a playful experience.

Mutual understanding is about discovering each others views and being open to different views of reality. However, as dissenters are not used to have interaction between each other, let alone be open, dominant communication patterns have to be broken. Game play can break these dominant communication patterns, as playfulness is an essential 'mental condition' that makes us look at the world more openly and freely (van der Meij). It supports them in their flow when people learn. Absence of dogmatism and prejudice, presence of intellectual curiosity and flexibility, are manifest in the free play of the mind upon a topic. Differences between views and commonalities are articulated, in which learning plays a central role.

WHAT

A workshop to let participants learn from each other's views, based on the spatial issues and actors interests in the Delft Campus case.

As deriving from the synthesis, conditions for Dialogue in Delft are translated in design criteria. These design criteria form the starting points for (the different elements, rounds, goals of) the game. The case of Delft Campus Station will be the basis for the content of the game. The game will be designed specific for the Delft Campus Station area.

H.3.2 Game segments

Now the core of the design brief is found, sub goals per phase of the game could be stated, again following the why, how what, see the table below.

rounds	[1]	[2]	[3]	[4]	[5]
OBJECTIVE (WHY) of the game	**Main objective:** to facilitate a productive dialogue: a conversation that increases the mutual understanding between participants, In order to support the urban planner understand other realities and with that give meaning to the design				
	Main objective urban planner: enrich problem statement of case and find new ideas, understand objectives of others **Main objective citizen:** learn about the multi-subjectivity setting and get insights in its complexity, be heard in a fair way				
	INTRODUCE + COMFORT participants and introduce game goals	EXPLAIN + REFLECT on own views on reality in, give project frames	DISCUSS + UNDERSTAND each others mental models and renew your view on them	SHARE + LEARN Mirror each others mental models	CLOSE + ALIGN summarize meeting and reaction by participants
EFFECT (HOW) or main output of the game	**Main effect:** the tool introduces and defines the multi-subjectivity setting to create mutual understanding				
	create safe and comfortable environment	shaping of own views, by making choices	express perceptions and understanding of others, address deeper understanding of values & needs	get participants explorative and gather spatial design output	"aligned" ideas about outcomes of meeting and
WHAT is the game	**Main what:** a collaboration and learning tool				
	an "ice-breaker"	information provision [informed choice questions], a self-reflective tool	a conversation starter and facilitator	deeper understanding and design input generator	a group-reflective tool
which means in practice in the game..	create safe environment to say anything but be careful for easily offended identities	inform & reflect	explain & discover: new objectives & limitations posed by participants	mix & match inspire	summarize & conclude

H.3.3   The serious game design canvas

Now the (more practical) details of the game design are be worked out. This was done by the method of the Serious Game Design Canvas of Korhonen et al. (Korhonen et al., 2017). A few details are adapted for own use, as this game for instance does not (yet) need to be a market. Korhonen et al. based their canvas at the better known Business Model Canvas, from Osterwalder and Pigneur (Osterwalder & Pigneur, 2010). This canvas helps the young designer or business developer to formulate their ideas in through the different steps which are needed for new business development. In appendix vii complete canvas can be found. As the canvas was merely used as a tool to work out the details of the game in iterative steps, the canvas is not be presented here.

H.3.4   Case specific traits

Lastly, as the Dialogue Framework prescribes, there has to be a certain frame of the spatial context to work within. Therefore, the case specific traits are listed here;

- Participation ladder: Delft Schieoevers participation process/type: advising by citizens and consultation of citizens (no real power).
- Phase: analysis is done and spatial themes and ambitions are set. Not as far as detailed design yet. An atmospheric sketch and vision has to be made: ambitions are sketched for Delft Campus, but context needs to be filled: what will come there and what is desired. See figure H.3.2.
- Spatial themes which were the result of part E will be set as basis for the introduction presentation and the solutions offered in the game.
- Scale: a circle with a diameter around 500 meters around the station is discussed
- Stakeholders:
- Other case aspects that are set:
    - 15.000 new dwellings before 2040, with a substantial amount at the Schieoevers and specifically densification around the station
    - Tunnel will come at the north side, already after summer 2019

Figure H.3.2 Phase of the spatial design process in which the game will take place.
Source: author

H.4 | FOCUS GROUP

When the clear design brief and program of requirements was formulated, multiple focus group sessions were organized in order to start the designing process. With five game designers from different disciplines and different backgrounds, the program of requirements and first ideas were discussed. This was done in four different sessions, with a different set of questions, depending on how much further the game developed. Every time, however, the questions could be categorized in the three game aspects: (A) the Dialogue Framework, (B) The Game Dynamics and (C) the Spatial Context. ¬The variation of designers in the focus group gave many different insights in the different game aspects. One general advise was to step away from the original structure of the research and try to think freely, which was done in the ideation sessions at the end of the meetings. Try to think with gut feeling, which ideas work best, and test them afterwards on the 8 constructs, go back to the current situation and prioritise. Adding focus in the 8 enablers, does not mean leaving the rest, but those are the ones where you design and test on. Their statements can be summarized in the figure below. The full summary can be found in appendix vii.

One of the most important notions was the one of spatial patterns. Spatial patterns are concept deriving from Christopher Alexander's pattern language book (Alexander, 1977). Spatial patterns are a way to deal with the complexity of urban design processes, by breaking spatial design aspects down to smaller concepts and give a description and reasoning for that concept: "*as this description is not more than the essential, patterns enable urban planners to organize larger quantities of knowledge, increasing its accessibility*" (Henriquez, Mentink, van Niekerk, & Verheul, 2013). This is important for the game as well, as it has to decrease the complexity of the case to be able to talk about it in a short period of time, without oversimplifying it. Patterns make the designer aware of the concrete impact of research results. On the other hand, the discussion about the patterns makes the participants aware of the designers' considerations (van Dorst, 2005).

Comfort people direct from the beginning

Orchestrate the interaction with rules and rounds

DIALOGUE FRAMEWORK
translate the dialogue enablers in game elements

Give limitations by giving a tip of the iceberg of the complexity

Variation between thinking for yourself (first) and in group

Make a logical storyline and theme (use metaphors)

Have a visible storyline which is repeated many times

GAME DYNAMICS
how to design intuitive and playful games

Associative images

Simplicity is key, less is more

Use themes to structure the analysis ánd the solutions

Scope it!

SPATIAL CONTEXT
how to process the context of Delft Campus

Patterns which are imaginative and a starting point for conversation

Spatialize comments and ideas with flags and/or pins

H.5 | PERSONAL IDEATION

As the last focus group session advised, having a metaphor for your game helps when writing the storyline. Therefore, a metaphor exercise was done, before a personal ideation session started. In this way, the author could make sure to hold on to the essence of the game, instead of losing it in all the details. That meant looking into the essence again: to aid the urban planner in facilitating a productive dialogue. In order to support the urban planner understand other realities and with that give meaning to the design. The feel of the game must be "sincere, sharing and recognizing": an open atmosphere where people feel at ease to share their thoughts and throughout the process understand others' utterances (but not necessarily agree). Be open as everyone lives in an own reality of the world, as everyone has a different frame because of their attitudes, social norms and experience. Only then, a total approximation of a complete bandwidth of reality can be found. Metaphors responding to these statements and more, can be found in appendix vii.

Example study: Next to the importance of a storyline, the focus group members gave the advice to look at other games. Game making is a discipline in itself, and trying to master that art within the scope of this research was not realistic. Therefore, a small-scale example study was done. By gathering a set of different games, a set of ideas and requirements was listed. The games looked at normal social games, serious games for professional environments and games specific for the built environment. In this example study, focus was on how professional games shaped their games in rules, guidelines, aesthetics and game elements. From the games for the built environment, specifically how certain spatial elements were translated in game design was studied, if they were at all. It was striking to see that already many games for the built environment were made in the Netherlands alone, but many of them are not open accessible. The findings of this example study are depicted in example cards, to be found in appendix vii and its summary is shown below.

Openness/Listen: urban planner is facilitator and does not play but listens	**DIALOGUE FRAMEWORK** translate the dialogue enablers in game elements	Transparency: pinning pins with numbers: keep track of utterances
Openness: "het optiekenspel": everyone has a different view as central point of the conversation		Safety: time to think first for yourself (reflection), before influenced by others

from the metaphors

Orchestrated interaction by the conversation interruption cards	**GAME DYNAMICS** how to design intuitive and playful games	Ice breaker before spatial context presentation: comfort people
Associative images of patterns and themes		Appoint key projects on end, by looking at how many pins are pinned at certain places

Ice breaker: telling where you live and a small fact about it	**SPATIAL CONTEXT** how to process the context of Delft Campus	First talking about the future and dream of Delft South, than the current problems
Scope: the public space around Delft South is the scope		Patterns divided in the four themes

H.6 | CONCLUSIVE OUTLOOK: PROTOTYPE 1

For this part H which contained the development phase of the dialogue diamond, it was the matter of answering the first half of RQ5, namely how can the game design criteria be translated in a Dialogue Game? That is done by applying game theory on the tool design. By using gamification, it is easier to get participants to learn and in a more reflective state. Games create a process which has an intellectually, curious, alert, flexible, inventive and prejudice-free attitude, where new and complex information is easily taken in and where new ideas or knowledge are/is created. Play stimulates the right attitude that needs to be obtained.

Thereafter, the design brief was translated in the why-how-what of the game, where after 5 sub-goals and game phases were set: 1. Introduce + comfort, 2. Explain + reflect, 3. Discuss + Understand, 4. Share + Learn and 5. Close + Align. These phases are – with help of a focus group, metaphors, an example study and own ideation, the design criteria are translated in "Het Optiekenspel".

In het Optiekenspel the multi-subjectivity is set as central point of the conversation. After an introduction, ice breaker and explanation of the spatial context, the first round asks participants to reflect on the set 4 spatial themes for themselves and choose spatial patterns which match with their vision for the future of public space of Delft Campus station. These spatial patterns are used to reduce complexity and are imaginative for the participants. One by one, they are asked to share their ideas and participants can only react to each other by using conversation interruption cards – in style of the Optieken metaphor. In this way, the interaction is orchestrated and participants are welcomed to deepen their statements and inquire others. This way there is no focus on outcomes or consensus, but the interaction itself and the focus on the different persons is more important.

In the second round, the chosen patterns are reflected upon by comparing them with the current issues. This round brings the focus back to the context, which makes sure there are directed discussions and that the talk is about the essence of the place, instead of a futuristic vision. The game ends by choosing key projects from all the comments which are shared (visible by pins on the board).

In the next part, part I, the first outlook of prototype 1.0 is explained more detail, there it is tested and evaluated extensively.

– HET OPTIEKEN SPEL –

the point to focus
and to look for new future visions

interruption cards
everyone has a different view on the world and in this game, these views are explored

urban themes
spatial themes, defined through the research of the urban planner, which are important for this area.

Patterns
cards which connect to the different spatial themes which are posed by the spatial planner. the cards suggest solutions for these themes.

PART I: GAME DESIGN + RESULTS

As the previous part concluded the develop phase with the design ideation which resulted in the outlook of the first prototype, it is time to converge again. In this part the final game is delivered, which marks deliver phase and thus the end of the dialogue diamond, as highlighted in figure I.1.1. This has been done by means of testing and retesting different prototypes with different groups, in order to cover the main goals, main enablers from the Dialogue Framework and proper game dynamics, resulting in the final prototype. By making the final game design, research question 5 is answered. "RQ5: How can that desired attitude be shaped in a communication tool and does that facilitate a productive dialogue?"

RQ 1 | RQ 2 | RQ 3 | RQ 4 | RQ 5 | RQ 6

I.1 | METHODS

what   As shown in figure I.1.2, this part used a variety of method to come to the final prototype. Three prototypes are produced, of which the first two are assessed with test groups and own evaluation afterwards. The third and final prototype is tested and evaluated more elaborately, using a survey and evaluative conversations with the participants afterwards. The final game prototype itself, also generated data, namely about the socio-spatial situation of Delft Campus station.

why   The aim of the iterative prototype testing is to quickly make steps in the game design. The approach used for that is called the lean start-up method (Ries, 2011). Different from a normal design process, it is not elaborately iterating and designing towards a final design, but starts early with a first simple and testable prototype which contains the most important values of the design brief. From that first prototype there can be made quick steps with iterations and reflection, towards a more complete prototype which fulfils all requirements. The objective of this iterative process is to learn as much as possible in a short amount of time. The aim of the final prototype is not only to learn about the functioning of the game, but also to generate results for the final section of this research; the spatial design process.

how   In this chapter, every test is reviewed on the focus on (1) main enablers of the Dialogue Framework, (2) game dynamics, and (3) spatial output. A total overview of the specific goals and setting per prototype is described at the applicable prototype explanation. The first two prototypes test rounds gave insights about the use of the prototypes and afterwards there was a spoken evaluation. The third prototype concludes this phase of the design-based research and because of that, the testing of this final outlook of the game is done more elaborately. What the exact setting was, who played, and how other conditions were shaped is explained in part I.5 Output of the game. First of all, the participants were questioned by means of a survey, directly after the game. This survey was directed at the game dynamics and the focus within the enablers of the Dialogue Framework. A full overview of the survey questions, including relations to the Dialogue Framework enablers and their constructs, can be found in appendix xiii as well as the results of the survey. After that, an evaluative conversation was held with the observer who attended the prototype test. Game dynamics, main enablers, and spatial output were discussed, as well as whether the game succeeded in its main goal: facilitating a productive conversation. Lastly, the prototype test 3 was taped by means of audio and video, and afterwards transcribed. This resulted in user stories, as the participants evaluated the game afterwards together.

when,   The first prototypes are done with friends and colleagues to test first
how   outlooks of the game in the weeks before the final test. Here, it was not
many,   so important yet to have real stakeholders from the project, as there was
where   tested on game dynamics and understandability. The third test, however,
from   was played as if it was a participation night., with real stakeholders and in a real life setting, as they had to generate input for the design process which will take part after this chapter. The final prototype test took place on the 1st of July, in Buurthuis t Voorhof, a community centre in Voorhof, 5 minutes' walk from Delft South station.
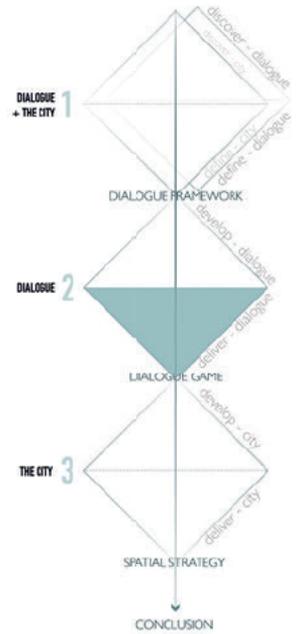
Figure I.1.1 Part I is in the deliver step of the second phase of the double diamond: dialogue design.
Source: author
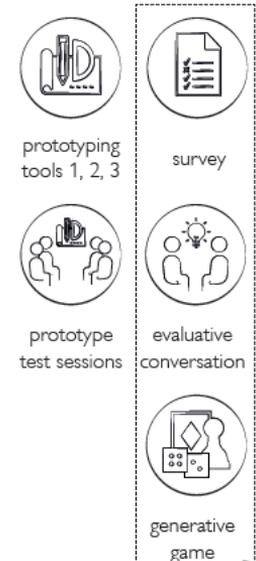
only for prototype 3

Figure I.1.2 Part I methods.
Source: author

I.2 | PROTOTYPE TEST 1.0

This subpart describes the prototype 1.0 which is presented in part H.6 more elaborately by describing its outlook, parts, rules and game elements. Hereafter the goals of the test session are explained. Every test session focused on different aspects of the game, as it was not possible to test in every test group all game features. For instance, the first two test sessions were done with colleagues who have knowledge about game or communication design, but do not live in the area of Delft Campus station. Therefore, testing on spatial output was not possible. After explaining the goals, the output and thus insights of the test session are elaborated on, illustrated by means of user stories and reflection.

I.2.1   Outlook prototype 1.0

In part H.6 a sneak preview of the first prototype is shown: het Optiekenspel. A game focussing on the multi-subjectivity setting of the build environment, in this case of Delft South Station. All parts are designed around the metaphor of glasses, as everyone sees the world through a different frame. The urbanist has to learn from these different perspectives, before weighing them into spatial design choices. In two game rounds and on a gameboard, participants and the urban planner/facilitator started a conversation about each other's values, ideas and problems with the place.

Parts:
The first prototype consisted out of two playing rounds, which were preceded by an introduction of the goal of the day and an explanation of the spatial context (both by slides). The first round, called "Jouw bouwstenen" (your building blocks) revolved around choosing between spatial patterns (as building blocks) which participants found suitable for Delft Campus station. This part was focused on describing a desired atmosphere for the future, with help of the spatial patterns. The second round, called "Bouwstenen combineren" (combining the building blocks). This round was focussed on trying to fit the chosen spatial patterns of round 1 together and see if the different views everyone had in round 1 could fit together. By doing this, it would become clear on which parts there were the most comments and thus would become key projects. The idea was that participants would notice how hard it is to make choices in the multi-subjectivity and that there are other perspectives.

Game elements:
In the playing rounds, a few rules for interaction were introduced, by means of "Conversation Interruption Cards". Participants were told not to interrupt each other, unless they used the conversation interruption cards. In prototype 1.0 there were six types of conversation interruption cards, explained in appendix viii, together with the other game elements like building blocks. Conversation interruption cards could be used when participants were explaining their building blocks and someone did not understand what they meant with their explanation. All the buildings blocks were divided according to four spatial themes, explained in the presentation beforehand (see appendix xi for the 4 spatial themes in their final game form). The game board, which was the size of nine A3 sheets, was in this prototype a map of Delft South. On this rather abstract map the focus on area was depicted by an aerial shot of the surroundings of Delft Campus

The language of the game
A participant looks puzzled as he reads the pattern cards. The building blocks cards were not clear in one eyesight and contained too much jargon

Unintended use of the tool
In this image, a participant uses a random object to question the scope of the project we are talking about.

Using the conversation interruption cards
a participant uses the 'glass polisher' to ask what another participant means. The use of interruption cards showed to be really helpful for the conversation to be dynamic, without losing the structure of the round

Sparking creativity: explorative state
A participant is filling in a joker. By giving the possibility of a joker, the participants can use their own imagination to come up with solutions. This is triggered by the fact that in this game, we don't start with current problems, but with imagining a possible future.

station. In this version of the game board there was no further explanation of the spatial context or game yet. Flags which served as pins were used to indicate a comment of a participant. Every participant had a colour and the coloured flags were numbered. In this manner, the facilitator could keep track which comments were made about which place and by whom.

I.2.2   Goals of the test session

In the way as explained above, the first prototype was tested among colleagues. Three colleagues from Science Communication and one from Architecture were asked to join to play the first prototype, which took about two-hour, taking place at the end of the afternoon at the 17th of July 2019 in the Faculty of Architecture. In figure I.2.1 photos of that prototype test session can be found, with the first evaluation points. The prototype game rounds started after the case (spatial context) and the game were explained, which was preceded by a small introduction about my research and explaining the goal of this test session.

The goal of this test session was in general to see if the game as proposed indeed helped the urban planner to facilitate a productive conversation. Does the game work on an abstract level? To evaluate that more specifically, different statements questions per game aspects were formulated, as can be found aside in figure I.2.2

I.2.3   Insights

All participants reflected on the different aspects of the prototype 1.0 test. In general, it can be said that the game worked well as conversation starter. The structuredness of the first round made sure that participants could express their vision on a (spatial) future of Delft South, one by one, but there was also time to react to each other. The generated conversation however, was a too utopian discussion. The facilitator found it difficult to interrupt this conversation. This can be partly dedicated to the unfamiliarity of the participants with the area, but also the goal was not clearly enough stated and the game did not give enough structure for the conversation (especially round 2). Furthermore, round 2 did not get of the ground: there was not enough structure for the discussion and participants did not know how to react on each other choices or how these patterns would be combined. More evaluation points can be found aside in figure I.2.3, again following the three aspects of the Dialogue Framework (1), Game Dynamics (2) and Spatial Context (3). A more elaborate evaluation can be found in appendix viii which presents all enablers and game elements.

I.2.4   Conclusion

The first prototype test session delivered interesting results, as many deficits could be summarized in "practice what your preach". The presentation was too technical, the goal was not clear and it was not made transparent what would happen with the comments. All of those are part of the Dialogue Framework. Apparently, succeeding in all aspects of the framework is easier said than done. In the next prototype design is directed at simplification, transparency and a new content for round 2, which is more structured and directed at current problems of the participants.

PROTOTYPE 1.0 TEST GOALS

Altruism (listen): Conversation interruption cards help the participants to be active listeners

Transparency (what happens with input): The coloured pins are enough to store the comments of participants about current use/problems

DIALOGUE FRAMEWORK
translate the dialogue enablers in game elements

Equality (to speak): The structure of round 1 and 2 encourages the participants to speak up, participate actively but also creates equality in those who speak

Safety (safe situation): The different rounds guide the participants to a more explorative state of talking about the future of Delft South.

Conversation intervention cards help to create a dynamic conversation

GAME DYNAMICS
how to design intuitive and playful games

There are not too many game aspects: the game is intuitive

To test on intended and unintended use

Patterns help participants to address their values

SPATIAL CONTEXT
how to process the context of Delft Campus

How do the patterns form the conversation?

PROTOTYPE 1.0 EVALUATION POINTS

Frames: be clear on intentions and the goal of the game

Shared language: too much jargon

DIALOGUE FRAMEWORK
translate the dialogue enablers in game elements

Equality: rounds were fairly structured well with the conversation cards

Safety, feeling heard: there was no moment to share your fears

There were too many elements, which made the game chaotic. Too much elements and things to do

Round 2 had not enough structure, it was not clear what to do and how to do it

GAME DYNAMICS
how to design intuitive and playful games

Game board was too big, but the scale of elements too small. There was no overview of goals or game progress

There were too much patterns and too general

Discussion is context dependent, conversation was not specific on Delft Campus station

SPATIAL CONTEXT
how to process the context of Delft Campus

The content of the four themes were too much.

I.3 | PROTOTYPE TEST 2.0

I.3.1   Outlook prototype 2.0

This part solely depicts the changes to the prototype 2.0 compared to 1.0, as the general concept of the game, the storyboard, and elements stayed the same. It follows the same process of developing and testing. The biggest changes have been made in the introductory and spatial context presentation as a reaction to the unclear goal and frames. Furthermore, some game elements were altered. Other alterations were made in round 2, which is totally different than its predecessor, prototype 1.0.

Parts
- Presentation: introduce current projects to indicate the urgency of the conversation, and with that the goal of the game
- Presentation: minimize the amount of aspects at the 4 spatial themes
- Presentation: more focus on the spatial goals of the game. The goals of the game are linked to the two rounds. Next to that, they are formulated more clearly and repeated.
- Round two: contains now the reflecting on the chosen patterns and identifying opportunities and threats for the context of Delft South. The round was more structured, as everyone reflected on their own patterns, one by one. Participants could react or add up to each other's reflection.

Game elements
- "Likes" were introduced. Participants could play a "like" when they agreed to someone's comments but did not want to add a lengthy reasoning to that.
- Everything that has to be in eyesight is on the playing board: repetition of the spatial context within the four themes and the game essence. Nothing was presented additionally on the side on a screen or poster anymore.
- The conversation interruption cards were cut down: "de Frisse Blikken" card was left out.
- And the "Kijk+Luister" card was only for the facilitator: participants would not to feel safe enough to play this card anyway.

I.3.2   Goals of the test session

With the improvements named above, a new version of the Optiekenspel was tested to a new set of participants. They were asked to join for the game on the 19th of July. Again, the prototype game rounds started after the case (spatial context) and the game were explained, which was preceded by a small introduction about the research and explaining the goal of this test session. This time the participants were asked to postpone feedback until afterwards the rounds, as in the previous session this feedback came through randomly, which did not contribute to the dynamic of the conversation about the game content.

The goal of this test session was focused more on the details of the game. The general idea worked, as shown in prototype test 1.0, but the supporting details needed some work. Therefore the goal of this prototype test was to look at game process, timing, interaction and if the spatial discussion is

Chaos of stuff

On the end of the first round, the game board was chaos, there was too much stuff and participants could not oversee it all.

Playfulness and fun

Participants laugh about each others jokes and comments: the game is playful and fun. However, one participant remarked that every action you do should connect to the concept and goal, and in some parts, that is not the case

Time to read

As there were so many solutions, the participants took some time to read them. But it was still too much: "I had the strategy that I threw away all solutions I didn't understand directly, and chose from the ones which were left."

Explaining yourself with the 'bouwstenen'

This participant is explaining her chosen solution. The given solutions help the participants express their wishes and values. It is easier and safe to relate to an image that is already there, then to start yourself

on the right level of abstractness. To evaluate that more specifically, again different statements per game aspects were formulated, as can be found in figure I.3.2 aside.

I.3.3 Insights

This energetic round of testing delivered again lots of feedback. This time, participants could reflect after each round, instead of people already making statements during playing the game. The game guided the conversation smoothly around the predefined topics (at least in the first round) and caused the atmosphere to be playful and fun. However, a few similar aspects for improvement were again of relevance: the goal of the game, the jargon used in patterns and presentation and the complexity of all the game elements and rules and things to think about. Although the conversation was already considerably more open and explorative, the participants acknowledged that there was still so much going on, that they got distracted from listening to the others or clearly thinking about what they would envision at Delft Campus station.

Other evaluation points can be found aside, in figure I.3.3. A more elaborate evaluation can be found in appendix ix which presents all enablers and game elements.

Concluding: Reflection on goals + game goals
Again, the focus for the next prototype should be on simplification. The game has to be intuitive: not too many rules as you will forget the first rules when explained the last one. Therefore, the participants advised also to do the explanation of the rules step by step or use a test round. Structuredness and overview was again a reoccurring theme and seemed to be very important to have a proper conversation where participants were not distracted from listening and properly expressing their views. But most importantly, again a new form for round 2 had to be found for the gathering of input for the urban planner.

PROTOTYPE 1.0 TEST GOALS

Jargon: Spatial terms are clear: the frames and the posed challenges, as well as the 4 spatial themes and the patterns add logical up to them for the participants

Safety: the conversation is dynamic, but structured, in all phases. Structured in such a way, that everyone is invited to say something.

DIALOGUE FRAMEWORK
translate the dialogue enablers in game elements

Openness: the order of first phase about future and second phase about reality, helps the participants to get in a positive explorative state and be open to new ideas (instead of grumble too much)

The game is simple, participants don't have to ask 3 times for explanation

GAME DYNAMICS
how to design intuitive and playful games

The game concept flows naturally through the game (it doesn't feel tinkered)

The game is playful and energizes the group

Do the patterns guide the conversation towards a possible future which fits the context and not an utopian place

SPATIAL CONTEXT
how to process the context of Delft Campus

The patterns help to address the values of the participants

The spatial questions of the urban planner are answered

PROTOTYPE 1.0 EVALUATION POINTS

Frames: goal was not clear again, why do we need to share our ideas?

Language: visual style is nice, but a little bit extra information would be good

DIALOGUE FRAMEWORK
translate the dialogue enablers in game elements

Safety: tip; another small icebreaker just before 1st round to explain the rules

Openness: there was joyful atmosphere, and comments ranged from jokes to seroious issues

People corrected each other when not following the rules, without help of facilitator

Again, too much game elements and things to do

GAME DYNAMICS
how to design intuitive and playful games

Game board could be more helpful in understanding spatial situation and game progress

Tip: a sheet with an overview of all patterns, to preselect first a few

The participants questioned if you would have enough input hereafter to start designing: game should be direct at that.

SPATIAL CONTEXT
how to process the context of Delft Campus

Round 2 did not help in expressing current problems, it has no satisfactory or clear goal and structure

I.4 | FINAL PROTOTYPE

I.4.1   Het Optieken Spel

Previous prototypes and its evaluation resulted in the third and last prototype of this research. Simplification was one of the main objectives of this version of the game, as well as stating the goal clearly and creating more structure in telling the story and round 2. In this subpart, the storyboard, game objects and pattern language of the final prototype will be explained in more detail than previous parts. But only new changes are described. A full overview of the storyboard and game elements, spatial themes and patterns can be found respectively in appendix x, xi, xii.

I.4.2   Storyboard + game elements

The full storyboard can be found aside, in figure I.4.1. A more elaborate explanation about the rounds is described below.

Storyboard
- Introduction: Now also indicated where in the design process this participation night would take place. This means stating that the analysis phase is already done, but there is still no vision set.
- Ice Breaker: As the participants of the third prototype test would not know each other, the idea of an ice-breaker was posed by one of the participants of the other prototype test sessions. An ice breaker was chosen where people tell something about themselves by explaining what they have on their key chain (max. 2 keys). For instance, the facilitator would explain that she had a bike key on her key chain, of her racing bike which she needed for the daily commute between Rotterdam and Delft. This neutral game makes sure that participants tell a little bit more about themselves, without getting into details why they are here (preventing to start already with negative comments on the plan).
- Spatial Context: Per theme there was an explanation with a contextualization per scale. In this way, the presentation was built up with 4 times (of the 4 themes) 4 slides and additionally a timeline of other projects to indicate an urgency of this participation.
- Round 1: In the essence of round 1, not so much has changed. It still was a 2x2 pattern round, where only patterns were explained if they were not named yet. The form of the patterns however, did change, explained at next paragraph Game Elements.
- Round 2: As indicated in the prototype tests, round 2 definitely needed another outlook and a structured way to talk about the current needs. That is done by giving a time limit per comment. And to structure these comments by first drawing your most important route. Only two comment pins could be added to that. Where the most pins were at, the most time was spend

HET OPTIEKEN SPEL

steps	[A]	[B]	[C]	[D]	V	[F]
phase	Welcome ("inloop")	Introduction ("Introductie")	Urban context presentation ("aanleiding")	**Round 1** ("de (ver) gezichten")	**Round 2** ("even scherpstellen")	Wrap up ("uitzoomen")
phase goal	Comfort participants	Comfort participants, create safe and open environment	Provide frames and have a common starting point about problem	Safe and open environment, look at differences, by stating wishes and values	Share one and other's reality of the place	Create a procedural justice climate by being transparent on what is concluded
duration	15 - 30 minutes	15 minutes	10 minutes	45 minutes	30 minutes	5 minutes
steps	• Welcome • Coffee + Tea	• Short presentation • Ice breaker	• Short explanation • Round of questions	• Explanation round • Mini icebreaker to try out rules • Choosing patterns yourself • Plenary: chosen patterns 1-2 • Plenary: chosen patterns 3-4	• Explanation round • Drawing routes by participants • Pin 2 problems • Plenary: discuss problems; 2 minutes per pin • Start with location with most pins	• Summary • Explain what happens with results • Thank you

beforehand, observer/minute taker and urban planner would talk the game through

minibreak

drinks and informal talks afterwards: don't underestimate the value of the informal talks!

Figure I.4.2 Photos of game elements: all elements a participant had in front of him. But that are not all game elements: the facilitator had 2 more conversation cards, the observant had pins for in round 1 (with umbers, pinning the different comments of participants. And the observant booklet. These can, together with the game board, be found in appendix x, xi, xi. (right page). Source: author

Figure I.4.3 Three levels of knowledge, three levels of testing the tool including this game's validation: mixed methods of validation. To answer two different questions:
• user experience of the place; spatial output (= goal of the game), in red.
• user experience of the game; game validation (= goal of the research), blue
(below).
Source: author, adapted from Sanders & Stappers (2012)

Game Elements

Making the game more simple and clear is especially realised through the aesthetics of the prototype 3.0: all game aspects the participants had were made of wood and all got a distinctive form (coin, square and cylinder), held together by a participant box. Also the game board was more simple: it was made in such a way, that it could be explained step by step (unfolding the board). Moreover, the main points from the spatial analysis were visible in the upper-right corner, but not in a distracting way from the game board. Places where participants could put their patterns were indicated, in order to have a good overview of chosen patterns and prevent a chaos at the table. Patterns could be stalled in a rack when choosing them, just like scrabble.

The patterns were put together in a booklet (instead of loose cards) with a separate overview people could preselect from. Patterns were minimized to four per theme. In one pattern there was a more general solution direction, with two concrete solutions. In this way, both the abstract thinkers and the more concrete solution directed people both had something to be appealed to, see figure I.4.2.

I.4.3 Validation game

As explained in the introduction of this part (part I.1) the third prototype used more extensive way of validation. Next to the evaluative conversations afterwards – which were structured this time as small semi-structured interviews –, also a survey was conducted and playing the game was taped by means of audio and video. The moments were spatial output was gathered – round 1 and 2 – are fully transcribed in order to use quotes from these conversations. The the evaluation afterwards is transcribed as well. Furthermore, photos of the pinned comments and the usage of game elements were made, in order to analyse how participants used all game aspects and to document the outcomes. With all these different validation methods, a comprehensive validation could be made, covering all layers of the knowledge layers of Sanders & Stappers (2012) for the user experience of the place (spatial output = goal of the game), and the two top layers for the user experience of the game (game validation = goal of the research), as already shortly touched upon in part H.2 .

For this more elaborate validation of the game and the material gathered, all participants signed a consent form, stating per way of material collection that they agreed. These consent forms will be in possession of my first mentors.
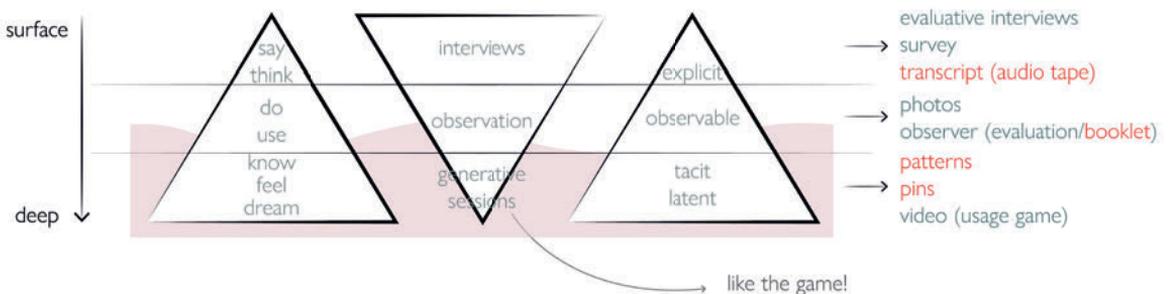
Chosen patterns in their rack
When a participant explained their chosen patterns, they can put in the rack, to be in sight for all participants and to avoid chaos.

Outlook of a pattern
For every sort person different things to look at: illustrative images, catchy title and a little bit of explanation.

Pattern booklet
All patterns together in the booklet, ranked per the different themes. The themes are once again explained.

Pins: home, colour in front of participant
The home pin is for the mini icebreaker to explain the rules of the game and to get to know each other.

Likes
When participants want express their appreciation, without have to explain a lot.

Conversation cards, "het brillendoekje"
Asking for clarification.

Pattern overview
Showing all the patterns in one overview, under their themes.

Pins: A+B for round 2
To show the problems along the route the participants drew.

Conversation cards, the eye opener
When participants want to add something to the ideas of another.

Participant box
To keep all small elements hold together, to avoid chaos in front of the participants.

I.5 | OUTPUT OF THE GAME

This subpart evaluates the game and its output. It does that again by reflecting on the Dialogue Framework enablers (part I.5.2), the game dynamics (part I.5.3) and the spatial context factors (part I.5.4). To conclude in part I.5.5, where the different outputs are summarized, the limitations are discussed, a reflection on the iterative testing is given and recommendations for further game design are shared.

This evaluation is accompanied by three visual aspects: boxes with user stories (light blue), evaluation stories (dark blue) and survey results (pink-red boxes). They underpin the different statements made, as also shown aside in the legend.

I.5.1   Setting

On the first of July 2019, the moment where the whole graduation year worked up to was finally there: playing the last prototype of the game with real stakeholders of the Delft Campus station project. Among the attend participants there were two delegates from the municipality, one urban designer and one project manager; one city council member, who also lived in the area; two inhabitants, one living in Voorhof and one in Tanthof; and one stakeholder representing companies at the Schieoevers, who also happened to be a resident of Voorhof.

To make the game look like a normal participation night as much as possible and find a neutral place, the game was held at the community house in Voorhof, Buurthuis het Voorhof, 5 minutes by foot from Delft South Station. In the workshop room of this somewhat old fashioned community house, the game was hosted in the late afternoon. Coffee, tea and snacks were provided and afterwards, just as – on most participation nights – drinks for the informal conversations.

Unfortunately, in the preparations of the game some hurdles came on the way, which mainly were technical issues. The borrowed beamer was not bright enough for the illuminated room, video cameras not working properly and the observer too late to help with setting things up/talk things through. As the facilitator was on her own, there were many matters to take care of at once, also because she was not only the facilitator of the game, but also the researcher who needed to retrieve data from the game. Because of these reasons, the game started a bit chaotic and the atmosphere was not as relaxed as aimed for.

Luckily, unless these issues, the atmosphere during the game was open and friendly, and participants were taking actively part in the conversation. In upcoming paragraphs, the outcomes of this last prototype test are reflecting upon, again on the three aspects (A. Dialogue Framework, B. Game Dynamics and C. Spatial output). In comparison to previous tests, the reflection is done more extensively with many methods, as described in paragraph I.4.3. Reflective statements are accompanied with survey results (red boxes), User stories (quotes in light blue boxes), and Observant evolution quotes (dark blue boxes), see legend aside.

I.5.2   Reflection on Dialogue Framework

When reflecting on the main enablers of the Dialogue Framework, the emphasis is on the constructs which were of main importance to the dialogue in Delft, as described in part G.3 . Quite some input, however, also gave insights in other (in advance estimated) less-important enablers of the complete Dialogue Framework. Therefore, this part the reflection is on the most important enablers

Frames
*   The goal of the night was not entirely clear: it was questioned before the introduction was finished. Perhaps it should have been more clear in the invitation, which now caused confusion.

evaluation

"Once again I thought I had formulated the goal clearly enough: I had prepared my text. But when asked by a participant, it was difficult to explain. I felt that the more words I ued to explain the goal, the less clear it became."

*   Frame of decisions / solutions / limitations: the presentation contained too many details and the goal with the context sketch (as I intended) was unclear. Participants wondered, what was the assignment that was given? Also the timeline – which should have indicated an urgency – was too unclear.
*   Frame the case, being specific: it was unclear what the next step in the design process would be after the game, so participants felt the case was too broad. While this was my goal: to create an atmospheric sketch and find out daily problems. That goal was not communicated specifically enough. When this was explained in the evaluation afterwards, the participants agreed that the game was suitable for this goal.

user stories

".... Maybe a tip, that you make a kind of design brief for yourself, based on all our comments, for which you are going to design."
[...]
PP: "I have the idea that you really need to focus before you can ask what people want. People say, I want a bike or a parking space. That can be anything! "
[...]
Facilitator: "Yes, it is indeed a step that comes next is to focus on what you are designing."

PP-H: "Well, then I think it works pretty well for that. That you see; this is a nice problem to tackle in this area. "

*   Frame the case, being specific: the urban design frame was also unclear: what are we going to talk about (design of public space) and which part exactly was questioned several times.

Transparency
*   What happens with input (in advance): in line with the unclear goal, it was not clear to the participants to which part of the process they were going to contribute to, and what they would see back from

their comments. Unclear process contributes to a feeling of limited transparency.

"People like being asked to participate, but if they notice that nothing is being done with their input, they will only get more grumpy than if the participation moment had not been there"

- What happened with input (afterwards): There was less focus on transparency because this is mainly in pre-care and after-care, but clarity in the interaction itself about what is being done with the input is also important, the participants indicated. They doubted if anything would be done with their comments.

"Yes about feeling that heard... I think you have a very open platform with this to tell what you think or want or whatever. But, you actually don't know if anything is being done with those comments. So it stays a bit in 'ah great ideas phase' and maybe we will continue with it. "

- What happened with input (afterwards): what was done with the choice of patterns? If the chosen patterns are not included, would the participants be disappointed? How does the feedback on the patterns comes back?

"But I can imagine it's difficult [designing after this session], because you actually have to weigh up a lot of things that have been said. For example, I played three cards, what if they are not happening or the opposite. But I did participated... That seems to me the tricky thing, that you are sort of disappointed or frustrated [if my ideas are not chosen]. But yes, you will always keep that, you cannot satisfy everyone.

- Transparency of Thinking steps: has not been measured or evaluated, but has also proved to be less relevant. In this phase of the design, only few choices and steps have been made yet.

"It was clear to me [observant] what would be done with the chosen patterns afterwards; not literally take over but look at what values and qualities that could be translated. However, this was not clear to the participants "

Information Provision
- Bigger picture, show complexity: because I wanted to explain the complexity of the assignment, the analysis presentation was very extensive (16 slides with analyses, 4x4), but afterwards the participants mainly got the feeling that it was a lot, not necessarily complex (also linked to the fact that the purpose of this context / problem sketch was not clear).

"I thought that a good question was from [participant]: what your [facilitator] focus was. Because probably you want to take many things with you, everything, and understandably. But of course you can't take everything with you. Do you also want to design on all of these 4 themes?"

- Common starting point: the presentation did give a common starting point, which was also the reason why it was given. For designs which are more in exploratory phases, one could consider leaving the presentation out and listen (with specific questions) to what people think without a context sketch.

- Common starting point: it was also nice for the participants to think for themselves before they had to explain what they wanted. This way they were not influenced too much by each other [groupthink] and everyone had at least 3 patterns to introduce [equality]

Shared Language
- Visual Language: the card on the game board was too abstract.

- Visual Language: the patterns, on the other hand, the cards were illustrative: abstract thinkers could use the terms, others reacted to the images.

- Being explicit: the goal and the frame were not entirely clear, but that was mainly because the facilitator did not express her definitions clearly enough.

- Jargon: is well avoided and the participants understood everything sufficiently to be able to start the conversation.

"Sometimes you noticed that participants had not fully understood the patterns, but that didn't matter: they were not corrected because they were concerned with how they explained their values and problems based on the patterns"

Equality
- To speak (time / voice) - different people, different approach: some people responded to the generic themes of the patterns, some to the concrete solutions, so there was something for everyone.

- To speak (time / voice): the less eloquent participants were also challenged enough to participate, also because there was always an action that made it their turn.

Safety
- Safe situation: as the expert interviewees already indicated: people are nervous before such a participation evening, not only because they do not know what to expect, but also because they do not know others.

"It was striking to see that people are indeed nervous before they start such an evening: I heard the vibration in the voice of a participant, while she had nothing to lose here! Taking care of that safe environment again proves extremely important. "

- Safe situation: a safe situation means that you have to make the threshold as low as possible to say something.

Survey Q11: "First I had to think for myself, before the discussion with others started. I liked that, as it helped me discover what I actually think"

○ ○ ◖ 4.2 ◗ ○

Survey Q10: "The presentation was too technical for me, I didn't always understand what was being said"

◖ 1.2 ◗ ○ ○ ○

Survey Q12: "I did not understand all the terms on the pattern cards"

◖ 1.8 ◗ ○ ○ ○

Survey Q13: "The images for the patterns were illustrative and helped me understand them"

○ ○ ○ ◖ 4.2 ◗

- Safe situation: Because the conversation was reasonably structured, a respectful conversation arose;

"I think you should make the thresholds for people to say something as low as possible, and I think that works pretty well [in the game]. Because people always have to do something and then have to explain something. Because I think people often find it scary to say something in the conversation - I think it was not so bad in this group, but if you really have participation evenings then that's a bit like that [safety]. So then you have to make it as easy as possible for people, and the game is certainly suitable for that. "

- People let each other finish talking and there was enough room for reaction. Also, the conversation interrupt cards were only positively framed, so one could not insult each other (more evaluation on this at part I.5.3, game elements). People were safe to say anything they thought.

- Being treated fairly: participants did indeed feel treated and heard fairly, but they indicated that the transparency afterwards ultimately influenced that feeling (as discussed above).

"Yes about feeling that heard… I think you have a very open platform with this to tell what you think or want or whatever. But, you actually don't know if anything is being done with those comments. So it stays a bit in 'ah great ideas phase' and maybe we will continue with it. "

<u>Altruism</u>
- Showing interest: participants kept asking follow up questions to each other's stories. The second ice-breaker may have caused that (pin your house with a nice fact), making it even more personal.

- Listen: the participants listened well to each other, nobody was looking on his telephone and people reacted to each other with sincere interests.

- Openness to present self (non-strategic behaviour): sometimes people looked sideways at the municipality, whether they were right or disapproved of what was said. However, also later it became clear that there was no strategic behaviour or things that were withheld.

Participant of the municipality: "And yet I did not feel hold back by myself at all, even though there was a councilor at the table!"

<u>Openness</u>
- Values: new constructs / perspective: the interruption cards forced reflection when someone asked for clarification; then people reflected on their own views and reframed it.

- Values: new constructs / perspective: There was no need to choose

for a certain alternative with the group and you did not have to refute each other's ideas. Thus the judgment was postponed and that ensured respectful cooperation.

Facilitator: "At a certain point there was a discussion among the participants about the fact that vertical gardens were a hip but not contributing solution to the green problem. I had formulated that as a suitable solution in advance, but because it was not my turn to go against this, I listened to the discussion. That changed my mind about the suitability of this solution."

I.5.3   Reflection on game design and dynamics

The main focus of the research were the enablers of Dialogue Framework, but by solely focussing on these enablers, a workable game is not yet created. Therefore, it is also important to evaluate the game dynamics. In this subpart, the different parts of the storyboard and the game elements are discussed.

Storyboard parts
•   Walk-in: As there were some technical failures (beamer, video camera's), the facilitator was still busy with some last preparations and a bit nervous, she forgot somewhat the normal, not-designed interaction with participants: welcoming them, introducing them to each other, but asked them directly to fill in the consent form. The observer noticed this and comforted the participants a bit by offering them something to drink, but still the atmosphere was a little bit tense and official. Participants were not comforted, which did not contribute to the feeling of safety.

•   Introduction: The process of the afternoon was explained, but there the first questions already arose: the process could have been stated more clearly and a tip of the veil could have been lifted about the game: now it took long before that finally started.

•   Ice breaker: Although the ice breaker started with a deep sigh from a participant ("ha cheesy"), the ice breaker was a success: everyone had a different story which gave a little more insight in their life. Participants laughed, asked questions to get more information and were engaged, but the ice breaker didn't take long. The group was not totally comfortable yet - as can be found in the survey Q2 and Q3, but therefore the other mini icebreaker before the start of the round helped enough.

•   Urban context presentation: As discussed under frames, it was not clear for the participants what the goal was of the overview/analysis of the spatial context. It was too much and too little repetition so it was difficult to remember. Presenting in threats and opportunities could have been more insightful and clear, than the 4x4 themes and scales. More importantly, one could question how important providing this spatial context is for participants. Of course, the participants should

have an idea of the complexity, but for this explorative phase of values, not all limitations have to be shown.

- Ronde 1 - de Vergezichten: Starting with looking towards the future was a bold move, as most participation nights start with taking away the worries of the participants: where they can share their problems and fears (that's why they are there, probably). But as observed in part D, this phase, where people could share their fears, also causes the atmosphere to be negative and endless, as if one complaint follows on the other. When starting with the future views, people also showed their concerns in the current situation, but framed in a positive way. This round took longer than expected, but did not feel too long. When in bigger groups, one should watch the time better.

"Yes, why did you choose that order that way? There was a broad introduction, I think it remained quite abstract for residents. And then looking to the future, while you still don't have your problems. But I can imagine that everyone wants to first mentions their problems, that afterwards you are only solving those problems and you don't want that either [because you also want to solve the broader picture]. "

Survey Q15: "I felt I have and I could say everything I wanted about my problems with the area (spatial problems)"

○ ○ ⊂――40――⊃

- Ronde 2 – Scherpstellen: As quite some fears and problems were already named in round 1, people could be short about their 2 pins for problems. This was a comprehensive round where the last comments could be made. Due to its structuredness, participants once again got an equal chance to share their comments. No one needed to add more when all the pins were explained and people were satisfied with the amount of speaking time they got.

Facilitator: "... do you feel heard as a participant or did you want to add a lot? The second round longer?

Participant: "Oh no not necessarily. I think it works well to make things concrete. So not necessarily keep talking about future views, but also things like oh this is something that annoys me every day, can't it be tackled? Those kind of things."

- Wrap up: It could have been explained more explicitly what would happen next with the comments: how that is weighted in the final design and how that related to other stakeholders or input.

- Drinks and informal talks: There were pleasant, light conversations, partly about serious content of the case, and partly about personal things. People who knew each other mixed with people they did not know before. Between those people, there was no small talk. People said goodbye to and thanked each other.

"There was also not too much idle time: without having to be too brief, the conversation was dynamic enough to keep you from getting bored. For example, I saw few people on their phones. "

<u>Game elements</u>

- Patterns itself: people reacted on both the generic theme of the pattern, as the specific solution. They used them to illustrate their ideas or what they didn't want (for instance the vertical gardens) and as inspiration to couple the patterns to own experience or examples (rather than using the jokers). There was quite some variety in which patterns were chosen and participants linked and compared the different chosen patterns with each other.

- Overview versus booklet: the overview was helpful, as now the participants could make a pre-selection of patterns of interest. When they didn't understand the pattern completely or they wanted to have more information, they could look it up in the booklet. All participants used the booklet, but none had additional questions about what a certain pattern meant. Together, as already shown in 'shared language', people had no problem with understanding the patterns (Q12)

- The likes were an easy way for people to speak up or to show their appreciation. It contributed to a positive atmosphere and the facilitator got more insights about what people stand for. There was not a surplus of people constantly giving each other likes, neither did it feel like people made certain comments to be more likeable.

- The conversation interruption cards were not used so often and as the survey shows, participants did not think that they contributed to a more dynamic conversation.

- However, although they may not directly have made the conversation more dynamic, the presence of them made the conversation, implicitly, respectful and participants listened to each other. Otherwise, the conversation would have been too structured.
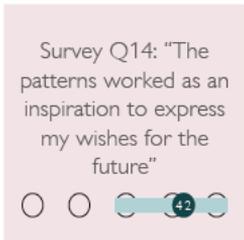
user stories

"Yes, I think it was a good start for a conversation. And that you could easily connect to each other. [...] Those cards indeed, we have hardly used them, perhaps also because it already went quite structured in itself. "

- It could be argued that the conversation interruption cards did not give the possibility to react negatively to another participant - showing that you disagree or are sceptical about ones choices - as all conversation interruption cards were framed positive. However, as the dialogue is about the exploration of the realities of its participants, this negative reaction does not contribute to the free flow of ideas. Negativity is allowed of course, but no facilitated.

user stories

"I thought it was good that they were all positive, those cards. You could never play I disagree with you, which means that it is not up to you [if you want to respond negatively] and have to listen, and if you wanted to add something, it is actually always positive. "

- Not being able to react negatively - as correctly pointed out by one of the participants - did result in participants not really getting to know other perspectives that may deviate from theirs.

Survey Q14: "The patterns worked as an inspiration to express my wishes for the future"

○ ○ ◖ 42 ◗

Survey Q22: "The conversation interruption cards kept the conversation dynamic"

○ ◖ 3.2 ◗ ○

Survey Q17: "This round has made me realize that others may have a different view of the problem."

○ ○ 25 ○
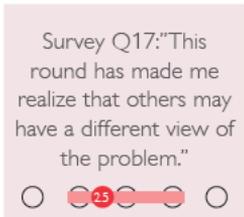
"Well, when you said you can't say you disagree with anything, I could imagine if it's a goal to make your participants realize that other people also look at things differently than you do, that it is therefore a good idea that there is a friendly way to be able to say to someone if you disagree."

- However, this was not the ultimate goal of the game, as mostly the facilitator - urban planner - must realize the multi-subjectivity setting. That happens during the game and afterwards, when summarizing the meeting via the observer booklet, where the most important utterances and choices are noted.

- Unfolding the board step by step and explaining the rules of the game this way was more clear than during the test sessions. The map itself, however, could have been less abstract.

- The pins for noting comments on a specific place, linking that to the observer booklet, was not used enough. That may be caused by the observer being too late and the tasks not being explained beforehand, or it was just too much. Keeping track of the comments real-time, without coupling a pin to it, is maybe already enough work. However, using these pins could have contributed more to the sense of transparency.

Facilitator: "Okay, you saw that I pinched a pin in the board while PP-H was explaining. So if you have a location-specific idea or remark, we will pin a pin of your colour and write down its number and what is said about it. And then we have an overview about were the most comments are about. "

Observant: "Perhaps you can provide the pins with the building blocks that you hand out when people shared their pattern choice, so people can immediately make clear where they mean their intended solution / comment. Also easier to write for the observer."

Game dynamics/other
- Goal: For the facilitator and observer it was clear, for the participants it was not. The goal has to be more concrete for them. Spatially, it was framed well enough as there were no discussion about other domains like maintenance (for instance talking about how much dog poop there is in the yard).

- Rules: Testing the rules with as a mini ice breaker contributed positively for the understanding of the interaction rules, as well as the atmosphere. By showing where your house or most used place is, people revealed a little bit more about their personal life. Jokes were made and after the rather static presentation this made the ambience lighter.

PP-B: "And such a vertical green thing, that is often a bush on a balcony and that cannot replace real high-quality greenery."

PP-J: "you see that more as compensation green? Kind of a compensation?"

PP-B: "Yes! but it doesn't compensate. Because it is a far cry from. I kind of overdo it now, but that's what I think with pocket parks, that's what I think is such a fashion term. That I think yes … I mean, nice if it replaces, for example, the Gasthuisplaats, that concrete parking lot at the Koornmarkt. If they were going to make a park there, it would be perfect! Because that is now a parking lot, but a pocket park in a place where it is now really green and that they want to develop and therefore add a kind of green stamp as an excuse for green … I mean it is of course not always the case, but that is my fear, with this kind of hip English terms. "

- Organised interaction: Especially the "Brillendoekje" (asking for clarification) conversation interruption card forced people into self-reflection. They explained but also framed and reframed their utterances which gave more insights about their thoughts and feelings. Therefore, the organised interaction makes sure people clarify themselves, which results in self-reflection.

- Facilitator: It remains very important who the facilitator is with such a human interaction. Also, playing it a few times would be beneficial for the smoothness of the game progress. That can also be done by creating more calmness for the facilitator, although the participants did not feel that chaos.

Facilitator: Yes. And then you also see the role as a facilitator really remains very important [for the operation of the game]. And I think I have to do this more often to be able to steer this more smoothly. It is of course also the first time that I do this - there were other forms of this game, it also contained very different rounds - so this is actually the first time I explain it to new people. Yes then you notice that it can be just as smoother.

Survey Q25: "There was too much chaos in the game, which caused me to have trouble focussing on what was said."

2.0

I.5.4 Spatial output

As much as the game as product itself was an important output of this research, the outcomes of the game were important as well. With these outcomes, it could be determined whether the game fulfilled its goal to "support the urban planner understand other realities and with that give meaning to the design".

In this subpart, not the spatial outcomes itself are discussed – that will be done mostly when dealing with them in the spatial design in part J – but whether the outcomes form the game are the right ones and the amount is enough. Firstly the separate game rounds are reflected upon, thereafter the more general spatial output.

Round 1
- As reflected upon in B. Game dynamics, round 1 generated a lot of input. Not only ideas for the future but also positively framed issues with the current situation. In figure I.5.1 the sequence of choices of patterns is shown, including the amount of likes they got.
- Striking is that a lot of comments were about theme Mobility. Also when the choices of patterns are analysed more deeply, the comments made about other patterns often also contained comments about structures and routes. For instance, combinations were seen by connecting the route from Delft Campus station to Abtswoude.
- As many laymen were joining the game, the expectation was not that so many people would care about green structures in the city - next to useful green. But participants experienced the heat island effect literally next their homes, so they wanted to improve that with the new station.
- Participants agreed with the statements made in the spatial context presentation about the theme about function mix ("Bedrijvigheid om de Hoek"): the patterns played at this theme mostly focussed on getting a more lively area with more functions, but also more working spaces and things to do. Things to do also entailed non-commercial functions in public space.
- Strikingly few comments were made about future living at Delft Campus station. The only pattern chosen within that theme was about zoning plan-less lots. This comment did not directly have to do with residential buildings at Delft Campus station.
- Participants did see opportunities to open up the neighbourhoods of Tanthof and Voorhof, as they are very directed at its own core. But again, this was also related to routes, as routes at the sides of the neighbourhoods felt socially unsafe (as they are at the back of the buildings) and people always had to guide visitors the way.

Round 2
- Surprisingly the second round, as reflected upon in B. Game dynamics, was shorter and with less negativity than expected.
- Again, comments revolved around the unpleasant routes, feelings of unsafety and chaos. All the comments - different than in the participants survey - are summarized in the map in figure I.5.2.
- In round 1, comments were more in general, but with the pins in

LAP 1: FIRST 2 PATTERNS

participant 1

participant 2

participant 3

participant 4

participant 5

participant 6

LAP 2: LAST 2 PATTERNS OR OTHER COMMENTS

participant 1

participant 2

participant 3

participant 4

participant 5

participant 6

WONEN BIJ HET STATION

BEDRIJVIGHEID OM DE HOEK

DE OVERSTAP MACHINE

DE KLIMAAT ADAPTIEVE STAD

Kangoeroewonen
W3 DIFFERENTIATIE MONOTOME WIJKEN
Thuishuis

wateropvang plein
G1 GEBRUIKSOBJECT KLIMAATREGELAAR
groen straat meub lair

functies onder snelweg
M1 ESTHETISCHE INFRASTRUCTUUR
verzonken staling

groene aders
G4 GROEN TOEVOEGEN EN VERBINDEN
pocket parks

verkeersknopen
M4 TOD
verdichten om station

+M2

groene aders
G4 GROEN TOEVOEGEN EN VERBINDEN
pocket parks

prettige OP plekken
F4 LEVENDIGHEID OPENBARE RUIMTE
trappen als zitplek

verticale tuinen
G3 SFEERVOL GROEN
bomen als comfort

cluster voorzieningen
F3 FACILITEREN VAN WERK
bereikbare flexplekken

+F1

verkeersknopen
M4 TOD
Verdichten om station

bestemming gloos
W2 ADAPTIEVE BOUWEN
Hybride stadswoning

ontmoetingsplekken
F2 OPENBARE ONTMOETINGSPLEK
toegankelijke delen

makkelijke routes
M3 FIJNE LOOPROUTES
route als verblijf

makkelijke routes
M3 FIJNE LOOPROUTES
als verblijf

lagere parkeernorm
M2 VERMINDEREN AUTOGEBRUIK
deelprog

makkelijke routes
M3 FIJNE LOOPROUTES
route als verblijf

ZZP huis met atelier
F1 MIX WERKEN EN WONEN
Mixen van functies

functies onder snelweg
M1 ESTHETISCHE INFRASTRUCTUUR
verzonken staling

ontmoetingsplekken
F2 OPENBARE ONTMOETINGSPLEK
toegankelijke delen

functies onder snelweg
M1 ESTHETISCHE INFRASTRUCTUUR
verzonken staling

lagere parkeernorm
M2 VERMINDEREN AUTOGEBRUIK
deelprogrammas

wateropvang plein
G1 GEBRUIKSOBJECT KLIMAATREGELAAR
groen straat meubilair

Figure I.5.2 Summary spatial
outcomes - round 2 comments
participants. In this image, the
comments of the participants are
summarized in icons, quotes and
signs. This is an important input
for the next section of this thesis,
the spatial design (right page).
Source: author

round 2, statements got more local and spatial.
- Most points people wanted to make, however, were already made in round 1, so this was a short round and that was fine.

Output game
- As named by one of the interviewees, participation can be used to find the oddities of a place [source, BL]. These small surprises are things a spatial planner would not find. But next to that, it was hard to define Oddities for the author.
- But one example in the game was striking as an oddity which would not have been found by (extensive) spatial analysis of the urban planner. One of the participants was part of the board of the rowing club at the Schie and he named their club as a substantial user of the station. The club hosts several competitions throughout the year with many visitors. Those visitors get out at Delft South Station but have no idea where to go and often end up at the other side of the Schie, having no clue how to get to the other side. For him, a recognizable station area would therefore be very important, to properly host events.
- To get back to the participants as quickly as possible, a participant summary was made within two weeks after the game was played. This reflected on which patterns were used - thus which direction was found most important and which comments on the living environment were given (round 2). The full overview of this participant summary is shown in appendix xiv.
- For the urban planner herself, the summary of the game was a bit different, as not only the counting of the patterns in round 1 or pins in round 2 was important but also how they could be localized on the map or are interconnected. Own analysis is made to really understand the comments made, shown in figure I.5.2.

In the next part J.2 the utterances of the participants are tried to be weighed and integrated in promising combinations by translating them in a spatial vision and following a spatial design K. Thereafter, it was reflected upon whether there has been "enough" input from the participants, how their comments came back in the design and if they had a real influence. But first, a general conclusion about how the main framework enablers were represented in the game, the game dynamics and the spatial output in total.

I.5.5   Conclusion
The most important thing the game had to focus on - a respectful and open conversation where the urban planner receives as much input as possible - succeeded. Participants indicated that they felt heard, felt safe and were able to tell everything they wanted and there was a positive atmosphere. They were challenged to say something throughout the game without the facilitator having to intervene. The other preconditions, however, did not satisfy as much as hoped, which also influenced the discussion. The ambiguity of the goal and the transparency of what would happen with the results. There was a lesser focus in the dialogue framework on these points – so it is not illogical that happened - but that does not mean that they are of lesser importance.
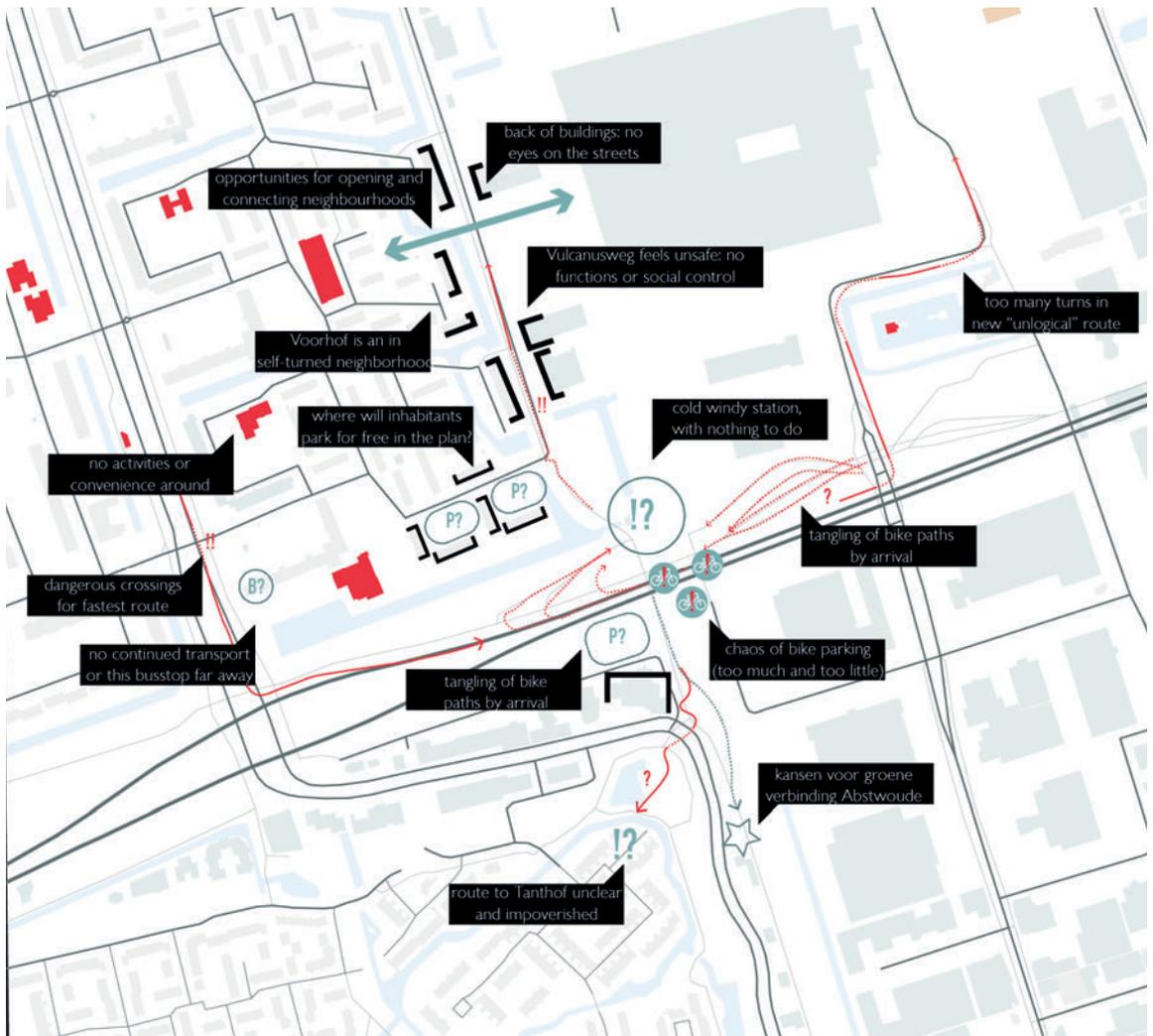
The focus could have been sharper, both as location and purpose. On the other hand, now it also gave room to view the problem as a whole and to think freely. As well as creating more peace for the facilitator and the observer, so that everything can be explained in a calm way (contributing to the enablers frames, information provision and transparency) and make clear minutes (transparency).

To the extent that a physical tool could intervene in human interaction, for example with the tickets and game structure, it did lead to a productive conversation. Once the game had finished, the facilitator did not have to do much except for listen and occasionally ask for clarification. Participants came together for a free flow of conversation, within the set of frames, without much intervention. This generated a lot or input for design, all relevant (= productive).

Regarding game dynamics, the pattern language was imaginative and all participants could use them for explaining their values and wishes. Pins in the second round helped the current problems to be spatialized.

When looking at the spatial outcomes, many different inputs have been generated. Visions of the future and atmospheres were created, but participants also had sufficient room to share their current problems. Discussions did not drag on too long about one point and there was no negative atmosphere (grumbling). The participants indicated that they had said everything they wanted to say. The peculiarities of the place have also been uncovered, which did not come up in urban development analysis. The patterns provided a good atmosphere sketch of how people see the area now and would like to see it in the future. The patterns were generic enough for the abstract thinkers, but also concrete for the people who needed a source of inspiration or simply found them to be (a) good solution(s). What was going to be designed now, however, remained unclear to the participants. They gave the facilitator the tip to formulate a design letter, which had already been the idea for the next step. Apparently that was not clear.

Reflection design and iterative testing process
This game was a third in the row of prototypes, as shown in figure I.5.3, which shows the iterative process development. Interesting to see from previous conclusions, is that this final prototype really "worked" in comparison with the prototypes 1.0 and 2.0. Biggest changes involved:
• Round 2 was finally a smooth conversation and no questions were asked about how this round worked. Useful input was gathered, there was a free flowing conversation, it went faster than expected, and people felt heard because they had a last chance to share their needs. This was the opposite of previous test rounds.
• Input gathering: now that there were people that really lived in Delft South or were really connected to the project, the conversations revolved about the place specifically, also becoming more eminent in

round 2, which contained a substantive discussion.
- Little chaos and free flow of conversation, without much intervention from the facilitator. Participants did not think that there was too much going on.
- There was a clearer amount of patterns, a point that in the other testing rounds was named very often as something to improve.

Reflection limitations

As this was a test session, there were naturally some limitations to the showed results above. Mostly as this was a test setting, people were not so engaged as in a real participatory setting (emotions were not running high). That the participants lived in the area or/and were connected to the project already helped, it was noticeable that they were not so connected to the outcomes. Next to that, the participants did live in the area, but most of them not really close to the station, which is why they did not use the station often, resulting in them being less engaged. That they did not use the station so often is of course also dedicated to the fact that so little trains go there per hour and there is nothing to do, but it does not help the imagination of these participants.

Above that, the ratio municipality to normal citizens was quite high, causing them to be more dominant and participants looking at them for approval. For the game to be used in a real life situation, not so many civil servants should join as participant in the game, but rather have a role as minute taker/observant. This would expectedly cause the other participants to be more talkative. Although the municipality was dominant in the conversation, the game did help to give the floor to other participants, without a lot of interference of the facilitator.

Another limitation which may have caused the results to be biased, is that quite some participants were spatially or technically educated, which made it easy for them to understand all shared analyses and/or pattern language. It is expected that in other settings, more participants would agree with the statements of Q10 or Q12, saying that the presentation was too technical.

Survey Q25: "There was too much chaos in the game, which caused me to have trouble focussing on what was said."

2.0
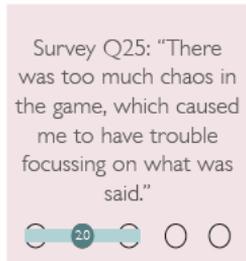
Figure I.5.3 Iterative testing of the tool
source: author
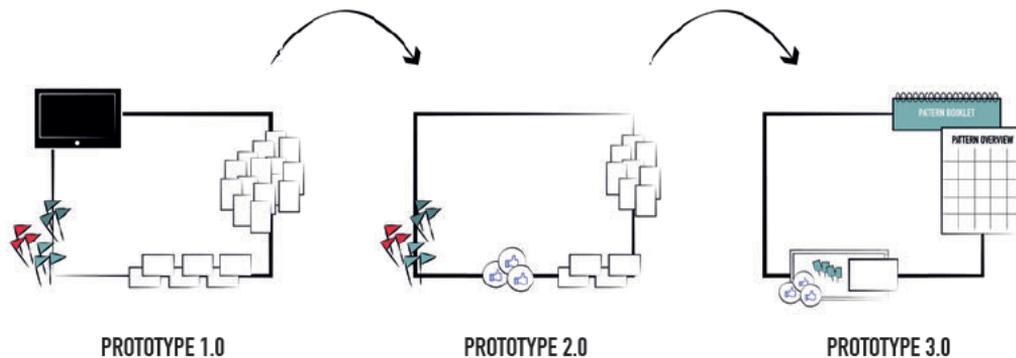
PROTOTYPE 1.0   PROTOTYPE 2.0   PROTOTYPE 3.0

In this last test session, 6 participants played the game with 1 facilitator and 1 observant. It is estimated that the game could be scaled to a maximum of 8 participants. Then, however, there would be less time for every participant's patterns and pins, which may cause the atmosphere to be more rushed, which does not contribute to the free flow of conversation.

Recommendations game design

Framed as an unfinished product, namely prototype 3.0, this design of the game is not the final one. From a long list of shortcomings, the following list of main recommendations is made. In part M more recommendations are made as part of the discussion of this thesis, also regarding the essence of the research and how this reflects on the final game. The main points of recommendations after playing the game are:

- To have a proper ending, the game could be more reflective, in order to make the learnings more explicit. This could encourage the facilitator as well as the participants to other behaviour which they learned from the game, with questions as "What do you know now that you did not know this morning?" (Kerzner, Goodwin, Dykes, Jones, & Meyer, 2019)
- The simplification of the game was mostly focused on limiting the chaos for the participants, by introducing the pattern booklets (instead of loose ones) and participants boxes (for the pins and cards). This resulted in a positive reaction from the participants, see survey Q25. For the facilitator, however, it felt like she had to do a lot at once. Creating a step by step guide, with text and examples, and a box which slowly enfolds with the parts a facilitator needs, would give more rest. When having less things to do, the facilitator /urban planner has more time to truly listen and thus learn more about the participants' realities.
- Next to the spatial context on the map as an overview of what is explained in the introduction, the goal of the game is more important there:
- The spatial context could be minimized on the game board, as this is not used so much and just a reminder in eyesight.
- Learning from the multi subjectivity setting could be more interwoven in the total game outlook and aesthetics

I.6 | CONCLUDING ON THE DESIGNED DELFT DIALOGUE

part I covered the define phase of the research regarding the designed game. To come to this final design, it started with stating RQ5: How can the tool design criteria be translated in a dialogue tool and how did it aid the urban planner to facilitate a productive dialogue?". To answer this question, a program of requirements was extracted which together with group and personal ideation developed the first prototype in part H. This part proceeded with the testing and retesting of that prototype in three iterative steps (prototype 1.0, 2.0 and 3.0). The final prototype was evaluated extensively which delivered new ideas for further development.

When looking back at the testing process, the answer to RQ5 can be very short: with the final design of the prototype 3.0, a respectful and open conversation took place where the urban planner received many different ideas and input for spatial design. Participants showed non-strategic behaviour and queried each other's statements. The game facilitated that conversation, which resulted in the facilitator only needing to take part and listen, instead of guiding the conversation. Some side-factors influenced that conversation negatively, but in essence the game was open, felt safe and created a willingness to actively participate in the conversation. It facilitated learning, learning about the spectrum of realities of participants and they explained the oddities of the place. Through this learning, change came about.

Question is however, if the right input was generated. This is discussed in next part, J. As, now the game is "done", a new phase of the research starts, as now the output of the game can be used for putting it in practice: using the spatial output for the spatial vision and design for Delft Campus station.

INTERMEZZO

Wat een weelde, door de wildernis en dat nog op een bank wel. Waar ik 'm deelde, zonder hindernis; zo vormde ik een bankstel. De helft van een duo, wil u ook een stukje mee? Over later praten, het 'nu' is altijd al passé.

"De waarheid ligt op straat, het gebeurt allemaal hier. De waarheid ligt op straat, de werkelijkheid is papier: regels, regels, regels, die oplossing brengt problemen. Zijn we bang het LOS te laten LOPEN, blijven we VAST ZITTEN in systemen." Dit is de tijd van jonge makers, die moeten we ruimte geven. Faciliteren boven controleren, voor artiesten en ondernemers. Zij moeten niet tegengewerkt maar juist vooruit geholpen worden. Oók als het de vraag is of ze beantwoorden aan wat 'kwaliteit' is, volgens de gevestigde orde." Dat gaat niet van vandaag op morgen, maar we hebben nog wel even. Over 20 jaar is dat naar ik mag hopen toch wel beter."

"Yo, die bank kan rijden", klinkt een jongeman z'n reflex. Aangevuld met de woorden: "Ja man, kaolo flex." Hij ziet de stad veranderen, overwegend positief. Maar hij ziet ook verdeling en dat bevalt 'm niet: "Je merkt gewoon dat heel veel mensen angstig zijn van binnen. Dat ze dan niet 's avonds laat in de tram naast me durven zitten. Als er weer eens iets gebeurd met een aanslag hier of daar, krijg je op je werk ofzo weer vragen. En da's raar. Raar omdat ik denk van: wat heb ik ermee te maken? Raar met een -k op het einde, omdat woorden kunnen raken. Ik hoop op meer verbinding, wederzijds begrip. Dat we allemaal integreren, niet alleen jij of ik. Ieder verhaal heeft meerdere kanten toch? Ja toch, minstens twee. Dan is verbetering nooit eenzijdig; help dan van beide zijden mee."

"Kijk, sommige mensen zijn kansarm, kun je zeggen dit of dat. Maar die vallen buiten de boot, dat hoort bij een grote stad. Ik bedoel het niet zo hard hoor, je mag het allemaal niet zeggen. Maar niet iedereen kan welkom zijn, daar heb je je bij neer te leggen." Ik vraag deze meneer naar wat hij dan had gedaan, als hij aan de andere kant van zijn verhaal zou staan. Geen antwoord. Daar komt een dame aangelopen.

"Ik ben hier geboren, in een hele andere tijd. En altijd als ik er loop, ben ik de weg een beetje kwijt. Nou ligt dat aan mij hoor: oud en half kreupel bovendien maar het zou wel fijn als de ouderen werden gezien. De gebouwen zijn net de mensen; zó uiteenlopend, dat spreek(t) mij aan. En de waterkant is mooi hè, maar daar wordt te weinig mee gedaan." Willekeurige mensen, vier als oogst van de dag. En de vijfde ben ik zelf, als dat van u mag.
Mag dat?

"Onze stad kan buigen, bukken of barsten en onze stad kan breken. Maar de mensen die er wonen blijven maken, geven, spreken. We vinden van alles over hoe vooruitgang te boeken. En vinden is makkelijk en dikke prima; als we vooraf willen zoeken.

Een stad in tweeën, op vele fronten, vele mensen aan de kant. Maar houden we het gesprek in leven, blijf ik geloven want: op praten en ook luisteren, zal DOEN altijd volgen. Als wij doen in het klein, zal een grotere morgen volgen. In m'n eentje bereik ik weinig en daar doe ik nog minder aan. Klinkt wellicht wat ZWAK maar ik weet hoe STERK we SAMEN staan.

Derek Otte
As part of the Spoken Word competition of "Het Gesprek met de Stad LIVE" (The Conversation with the City) in Rotterdam, 2017

SECTION 3 – DEVELOP DELIVER: CITY

PART J: SPATIAL VISION

As the previous part ended the second section with the final prototype of het Optiekenspel, this part starts with the last and third section, where the spatial design will be developed and delivered. Therefore, this part J contains the develop phase where the spatial vision is created. This is a rather broad precursor – as it is in the develop phase – to the final spatial design (in the deliver phase). Together, the spatial vision and spatial design, are a result of the input from the participants. Consequently, when these parts are done, there can be reflected on how the Dialogue Game affected the design process. In this way, this part answers the last research question RQ6: "What is the effect of the communication tool on the design process?".

This will done by using the spatial outcomes of the final prototype test of part I.5 and translating them in a design brief for the area in part J.2. Thereafter, this is compared with the ambitions and limitations the municipality and other stakeholders gave – the reality - as presented in part E and F and new insights, which are represented in buildings blocks in J.3. Finally, this is translated into a vision for Delft Campus station in part J.4. The vision does not necessarily answer a research question, but is the basis for the spatial design which will be made in part K.

RQ 1 | RQ 2 | RQ 3 | RQ 4 | RQ 5 | RQ 6

J.1 | METHODS

what,
why
The methods used in this part resemble the ones of part E, as again quite some mapping was done: to represent own ideas, do studies for possible spatial solutions or to (re)formulate the ideas and vision of others (e.g. municipality, urban design office Marco Broekman). Next to that, another document analysis is done, as now also the definitive development plan of the municipality was presented. Their vision but more importantly what they see as threats or opportunities, are of relevance for designing a realistic plan, but also with a critical view to current plans. Finally, another period of personal ideation was done with the input gathered with aforementioned methods, to come to the final vision in part J.4

how
Mapping is done by downloading geodata material and map those on a basic map, using empirical and official data. Main aspects are mapped by analysis and conclusions are identified by studying the different structures in the data. In the document analysis, the different aspects are studied, analysed and compared, in order to identify relations, contradictions and ambiguities.

where
from
Data for the mapping is obtained through official sources of geo information, using qGIS and many other (open)sources, or existing maps and reports, as well as own empirical analysis gathered during field trips. Documents came from the into new ambition documents, plans and political motions which had to do with the final development plan which was delivered in July 2019 by Marco Broekman and the City of Delft. The participatory process of the development plan of the Schieoevers was ended at that point and the development plan was adopted in the city council that July.
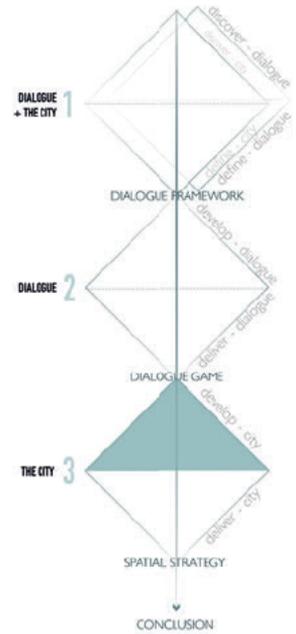
Figure J.1.1 Part J is in the develop step of the second phase of the third diamond, on the city design side.
Source: author

mapping

document analysis

ideation

Figure J.1.2 Part J methods.
Source: author

J.2 | REFLECTION ON THE DIALOGUE

In part I.5, the output of the game and the outcomes are discussed, but solely on what kind of outcomes there were gathered. This subpart looks at what the participants said, in order to formulate building blocks for the spatial vision for Delft Campus station at the end of this subpart. In the map aside (figure J.2.1), all the comments of the participants are represented in visual overview. As one can see, comments are mainly about safe and pleasant routes and mobility solutions. This was a main topic both in the first round about the future of Delft South, as in the second round about the current use of the place.

But not only problems were spotted. Also opportunities for connecting green, making pleasant areas and providing more facilities, were things that participants named during the game. Therefore, three conditions per theme are formulated from the game:

1. The smooth mobility hub
- simplify routes
- emphasis on safe and logical cyclist- and pedestrian routes
- last mile solutions

2. The limate adaptive city
- linking opportunities to add greenery along new routes, making them more pleasant and enjoyable
- experienceable green: green where you can experience in, enjoy and sit in
- connect larger green structures with the hinterland

3. Activity around the corner
- frame the station squares more, to have a better human scale: less windy and boring and open
- create more socially safe routes
- create activity and a reason to be at Delft Campus station: such as flex working or something to visit/do

4. Living at the station
- when adding new dwellings, make sure that it matches the current housing stock (fear for gentrification): living at Delft South still has to be relatively cheap
- opportunities to open up and connect Voorhof and Tanthof to the station
- create a clearer transition and route to the neighbourhoods around (Voorhof and Tanthof, and the new neighbourhood).

back of buildings: no
eyes on the streets

opportunities for opening and
connecting neighbourhoods

too many turns in
new "unlogical" route

Vulcanusweg feels unsafe: no
functions or social control

Voorhof is an in
self-turned neighborhood

where will inhabitants
park for free in the plan?

cold windy station,
with nothing to do

no activities or
convenience around

tangling of bike paths
by arrival

dangerous crossings
for fastest route

chaos of bike parking
(too much and too little)

no continued transport
or this busstop far away

tangling of bike
paths by arrival

kansen voor groene
verbinding Abstwoude

route to Tanthof unclear
and impoverished

J.3 | REFLECTION ON REALITY

As the opinion and wishes of the future of participants are clear now, the reality can be looked at : what are the current plans for Delft Campus station and the Schieoevers, and how does that put the findings of the game into perspective. With a critical eye the Definitive Development Plan (DOP) is reviewed and building blocks or ideas for the vision of Delft Campus are formulated.

J.3.1 The smooth mobility hub - routes
The Schieweg is in the DOP put next to the train tracks instead of the riverside of the Schie (good idea), but consequently that means the routes going there, or going through the area, make a lot of turns and twists: not logical, and above all, people going there will be mainly workers or students/employees of the TU Delft: people in a hurry. On the "centre line" - the artery going right through the middle of the Schieoevers neighbourhood, also people movers could have a future, going towards the campus. A useful solution for the crowded busses going to the TU Delft every day, but people movers should cross no or as little as possible crossings.

J3.2. The climate adaptive city - parks and structures
The great opposition against pocket parks - when wrongly used - during the game is clearly not heard in the participation process of the municipality, as they provide every block possibly a small green place in the plot or pocket park. Apart from the Schiepark at the Schie, no bigger green structures or parks are added, even though this area has the biggest climate issues of Delft. The green lane at the Strip is apparent green as it will function mainly as a buffer zone for the Kruithuisweg.

J.3.3 Activity around the corner - envisioned facilities
In the masterplan, envisioned facilities are for example a healthcare centre, sport facilities and schools for different age categories (VMBO and the follow up MBO). The place of the MBO is curious though, as this - probably big - facility does not connect with the characteristics of Tanthof, or the atmosphere of what the strip will be. The idea of a school close to the station, however, is a good idea: lower educated students usually live still at home, so many come by train.

J.3.4 Living at the station - densities
Together with the gradients of [A] a lot of traffic to car-free streets, [B] areas for "noise" and quiet areas, there is also a gradient envisioned for density and building heights [C]. To connect with the existing neighbourhoods, rather lower buildings are placed at the campus side of the Schieoevers (blue, east side) and the highest are around the station, as Marco Broekman also focussed at Transport Oriented Development. The participants of the gamealso envisioned high rise here, although it should match with the buildings across the street, which is for instance not the case at the Northwest plot, with the 2-floor social housing.

To give an overview, these different points of the current DOP are summarized in figure J.3.1 aside. Now, the own formulated base points in the previous part J.2 can be compared and be bundled to a spatial vision for Delft Campus station.
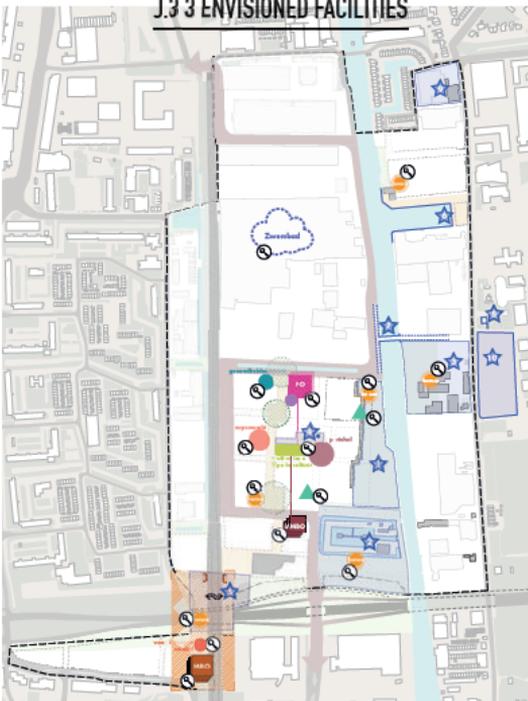
J.3.1 MOBILITY VISION

J.3.2 THE CLIMATE ADAPTIVE CITY

J.3 3 ENVISIONED FACILITIES

J.3.4 LIVING AT THE STATION

J.4 | SYNTHESIS: VISION FOR DELFT CAMPUS STATION

The development phase of the city will be closed with a vision for Delft Campus station. The aforementioned notions from the game and the DOP of the municipality found four times four conditions for the program of requirements, which will be discussed here. From here the vision map for Delft Campus station arose. Four, as it is categorized according to the four themes which were defined for the game.

J.4.1 Spatial themes - the smooth mobility hub
In the gameit became very clear that simple, clear and pleasant routes are an important aspect to work on at Delft South. Therefore, three main routes are drawn in J.4.1.a, which go East-West (workers TU Campus South), North-South (recreational route Abtwoudse Bos) and a route which will cross the Schieoevers and the new bridge, going towards TU Campus North. Most important is that these routes do not contain to many turns and also give the possibility to stop and stay. Furthermore, Delft Campus station becomes a multi-modal station, with busses, people movers, and sharing facilities of bikes. Bike parking is mostly organized at the East side of the train tracks: the majority of the station users will enter/ depart from there. In the future, less parking spots are necessary, so these are all realized indoors, minimal and adaptive.

J.4.2 Spatial themes - the climate adaptive city
Making a pleasant and more direct route to the hinterland: the Abtwoudse bos. One participant mentioned for instance a roller skating route, which would be a perfect fit. Next to this route, as well as the other newly created routes, more (enjoyable) green should be added, the squares itself better adaptable to heat and water and there should be searched for a park where residents could take a break, hang around or do sports.

J.4.3 Spatial themes - activity around the corner
Bring back the human scale is an important condition in theme 'activity around the corner', affordances should be added, as well as eyes on the street (which means that not necessarily a lot of functions have to be added). As pointed out, when developing new offices exceedingly here, it will be too much for Delft South: it remains the second station of the city.

J.4.4 Spatial themes - living at the station
In the last image which contained the 4 conditions for the theme "living at the station", three atmospheres are formulated: busy, buzz and tranquillity (originiated from "ruis-reuring-rust " of urban planning office De Zwarte Hond)(De Zwarte Hond, 2019). For me, I defined those three as: Busy: a lot of people coming through and to, streams of people in a hurry, there is noise, there are bars, there can be small forms of industry. Buzz: liveliness, people on the street, also later at night, but you can also live there. It is an high urbanised dynamic area, where people have all the facilities at hand. Tranquillity: is for people who want to want to live or work peacefully in the green. Children can play there without interference of big trucks, but there is also the possibility for high urbanity. Next to that the way to Voorhof and Tanthof should be clearer and inviting, and the other, newly build neighbourhood should have a clear entrance as "Campus station".

THE SMOOTH MOBILITY HUB

route Schieoevers + campus North

route campus South
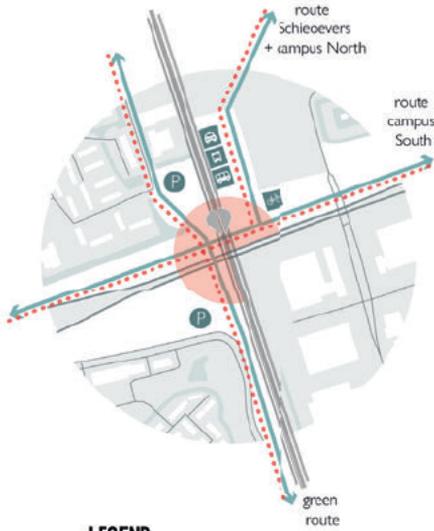
green route

LEGEND

- simplified routes
- safe and pleasant routes and square
- parking for new residents, out of sights
- last mile solutions: follow-up transport

THE CLIMATE ADAPTIVE CITY
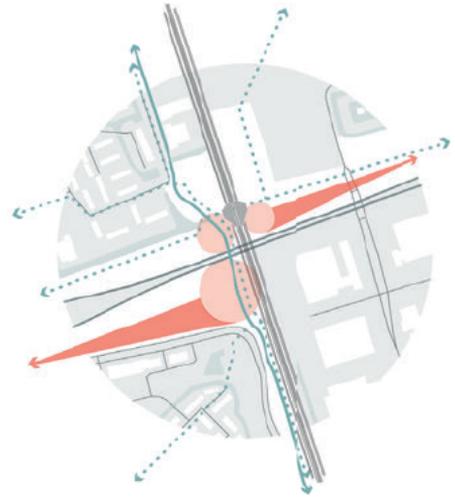
LEGEND

- green veins through the city
- green routes where you can stop and stay
- multiple interventions for a climate adaptive square
- search areas for experienceable green

ACTIVITY AROUND THE CORNER
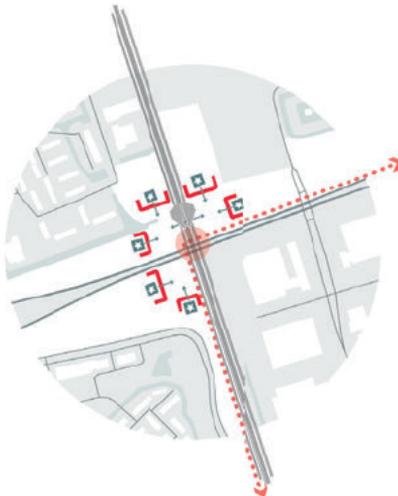
LEGEND

- eyes on the street
- a place to stop and stay and go
- human scale of the square
- things to do, affordances, activate the plint

LIVING AT THE STATION
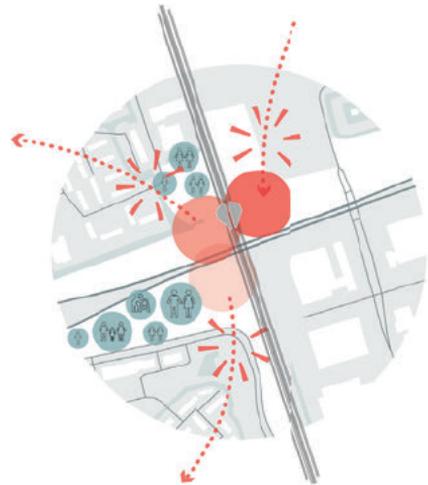
LEGEND

- opening and connecting Voorhof + Tanthof
- new entrance new neighbourhood Schieoevers
- different ambience of squares: busy, buzz and tranquility
- diversify housing stock, adapting to current

J.4.5 Vision Delft Campus station

Altogether, this resulted in the vision as displayed on the right, in figure J.4.2. Through the adding of building volumes, three rather intimate squares are created, each with a different atmosphere and characteristics. On this page, they will be explained anti clockwise:

The Northeast square [busy]: is the new entrance of Delft Campus station. This station matches the rather state-of-the-art buildings of the Schieoevers and its industrial character. Via the sight axis and artery through the Schieoevers, it is already visible at a dsitance Here, a lot is happening, many bikes are passing through the tunnel and through the artery towards the newly build Gelatinebrug, especially during rush hour. Many different mobility options are here, to get to your next destination. Key here is that there are enough places for bike parking, that the route is fast and easy, uninterrupted and socially safe. A designer insight here was that I have been a little stubborn, as the game mainly was about the Northwest square, but now the Northeast square is the "most important" in the form of adding functions and activity. However, this precisely came from my insights from the game: participants focussed a lot on accessible infrastructure and logical routes. When calculating the users with the upcoming developments and tunnel, the most used side will be the Northeast square. Above that (own ideation), this square could function as real entrance for the new blocks of the Schieoevers and live up to its name: Delft Campus station.

The Northwest square [buzz]: when the tunnel will be build, most people will park their bike at the other side of the station as most people are coming from the East. Therefore this square will be a bit more calm, but still have a certain "buzz". It is car-free, as the K+R is in the front of the new building of the north plot, together with a large indoor parking space for residents, visitors and other people using Delft Campus station. Cyclist can easily cross this square taking either way the tunnel towards the TU Delft campus, or going South towards Tanthof or Midden-Delfland.

The Southwest square [tranquillity]: is the connection to the rare nature Delft has to offer: the Abtwoudse Bos and marks a clear entrance for this terrain, as well as the more quiet neighbourhood Tanthof. New residential towers are added, gradually adding up in height in the direction to the station. They turn their back to the Kruithuisweg, to minimize noise and smell to the green park in front of this residential area. Programme here is more focussed on neighbourhood facilities like a healthcare centre.

J.4.6 Concluding: reflection at the vision development process

Altogether, the vision map aside concludes this part as end of the develop phase and serves as basis for the next part where from these starting points a spatial design will be made. Reflecting on the vision development process, it can be stated that it was easy and felt natural to build up the spatial vision. The decisions made, followed easily from the previous parts. A certain legitimacy for choices was gained from the game and the insights that it gave. The four themes helped structuring the comments, but also aided to have a critical view to current plans, as described in part J.3.
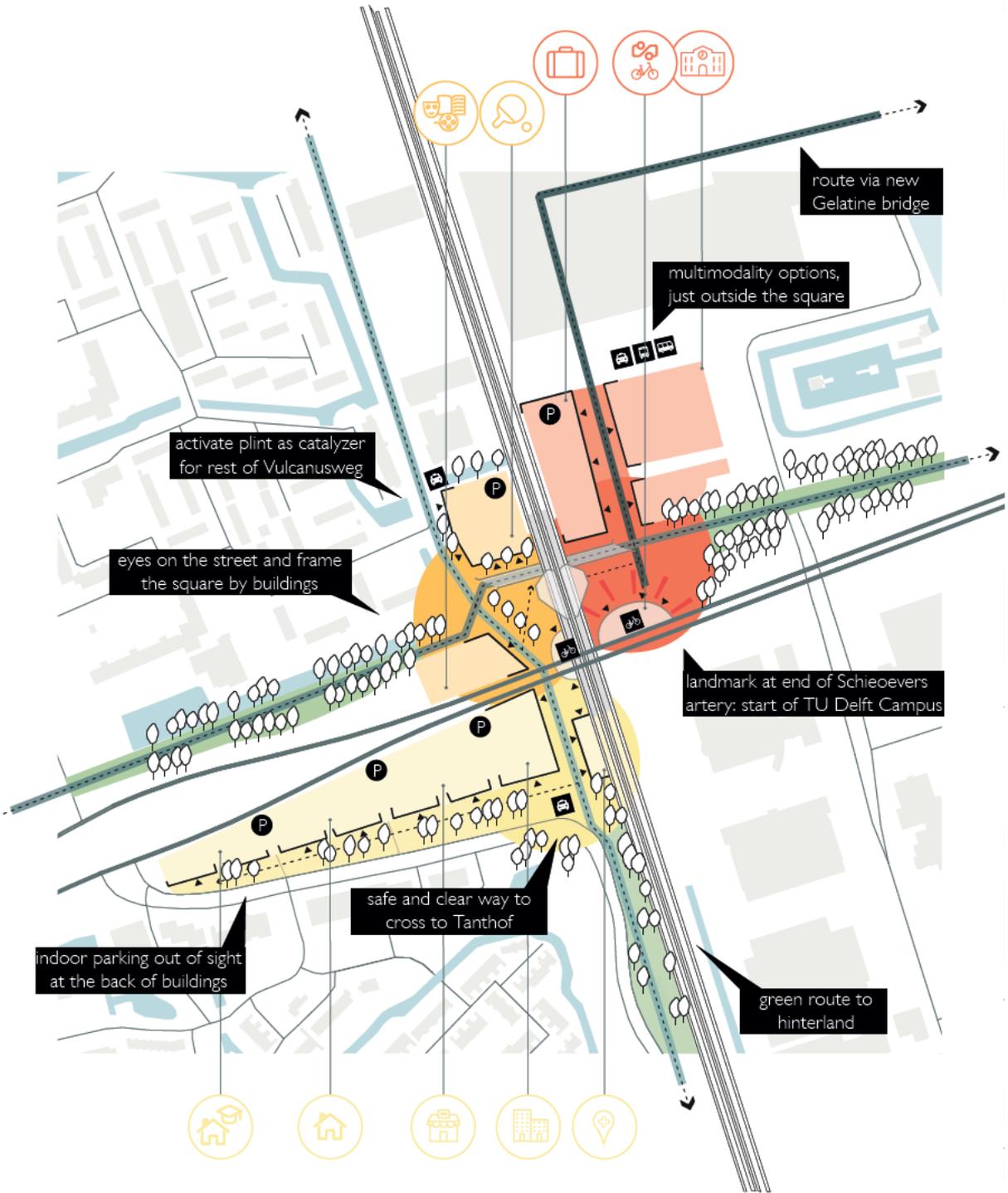
route via new
Gelatine bridge

multimodality options,
just outside the square

activate plint as catalyzer
for rest of Vulcanusweg

eyes on the street and frame
the square by buildings

landmark at end of Schieoevers
artery: start of TU Delft Campus

indoor parking out of sight
at the back of buildings

safe and clear way to
cross to Tanthof

green route to
hinterland

PART K: SPATIAL DESIGN

To derive at the last section of this research: this is the last part where new results are generated. In this phase – the deliver phase – the this last section is finalized with a final spatial design, which is made with the input of the vision in the previous part J. This design is an illustration of what could have been done with the outcomes of the game and the remainder of the researched material as input. With this final design, a reflection can be done on the whole process and therefore answering RQ6: "What is the effect of the communication tool on the design process?"

Coming to a final design and answering RQ6 is done in several subparts. First, the spatial vision is translated in an spatial design, covering the whole area around Delft Campus station (all squares and around). Its principles and the final plan are presented in part K.2. Then, it is zoomed in at the three different squares. Here, also materialisation, detailed maps and atmospheric renders are presented to give an idea how the place could look like, which can be found in part K.3 . With the detailed design, also a phasing can be made, to be found in part K.4. This part advises on the sequence of subprojects and what parts of the plan are most important to make the station area a pleasant and lively area. As all details of the spatial design are now worked out, an engagement strategy is written in part . To end this part with a reflection on this whole design process, which resulted in a process advice: where should stakeholders be involved and what should have been the sequence of meetings?

RQ 1   RQ 2   RQ 3   RQ 4   RQ 5   RQ 6

K.1 | METHODS

what,
why

Methods used contain mapping, as new studies for the to be designed area needed to be done, such as solar studies for building heights, reasoning about the flows of users and an underground analysis. That served as the basis for the spatial design which is explained in part . This design tells something about program, (infrastructural) structures and atmosphere, indicated with many principle sketches. For K.5 part the stakeholder analysis of part F is used again and adapted, to see what to which parties has to be offered or asked, regarding their interests and attitudes.

how,
with
whom

However, through research by design, new questions came up every time a new map, 3D image or section was drawn. This design process was mostly done alone by the research-designer, sometimes with the help of colleague students or in the sketch sessions at De Zwarte Hond and Plein06. While in a real process, those questions would have been points where other experts or the public again would have consulted. Therefore, these questions are gathered and are reflected upon in part , where an advice for process design is done.

where
from

Data used is mostly originated from previous parts, or obtained through official sources of geo information, using qGIS and many other (open) sources, or existing maps and reports, as well as own empirical analysis gathered during field trips.
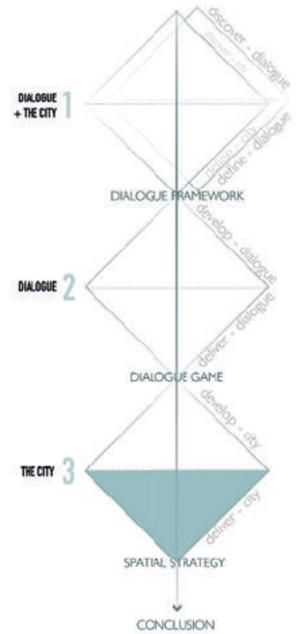
Figure K.1.2 Part K is in the develop step of the second phase of the double diamond, on the dialogue design side.
Source: author

mapping   stakeholder analysis

Figure K.1.2 Part K methods.
Source: author

K.2 | SPATIAL DESIGN

In this part, the vision on Delft Campus station of part J.4, is translated in a concrete spatial design. Before going into the detailed plan, the concept of the plan is explained at this page: with the use of principle drawings it builds up the masterplan step by step .

K.2.1 Design concepts
Firstly, there is thought about three main routes, marking the three quadrants. The East-West connections are mainly for the early hasty workers, the North South connection is more recreational and focussed on the neighbourhood.

Next, building volumes are added, to mark the squares at the quadrant, and add an adequate amount of floorspace for the envisioned functions, needs and residents. The two plots under the Kruithuisweg are striking constructions for bicycle sheds, filling and lighting up the dark space under the Kruithuisweg. Furthermore, all the new structures have a vis-a-vis across the square with another building, resulting in eyes on the street and something that would lure people to something new (Gibson, 1975).

By the aforementioned steps, three squares are created, which all have their own distinctive atmospheres, following the busy - buzz - tranquillity principle as explained in part J.4. The Northeast square - "busy" - is as new entrance of the TU Delft campus and the Schieoevers directed at the artery going north to the liveliness of the new area Schieoevers, which has a dense urban environment. The Northwest square, is more directed at itself and connected to the neighbourhood Voorhof, as it opens up from the tunnel towards a culture house. Here, a variety of functions is located, providing a certain "buzz", but also is an ambient square at night, even without users. The third square, Southwest, is "tranquillity", as it is green, calm, provides shade, shelter and places to play and contains facilities mostly directed at the neighbourhood Tanthof and nature fanatics.

These squares are all car-free, in order to facilitate the different activities on the squares and create a pleasant environment. However, as brought up as crucial in the Dialogue Game, follow-up transport, when getting out of the train, is needed at Delft Campus station. Therefore, at all squares, follow-up transport is organised, at least with a Kiss + Ride, and at the Northeast square also with busses and people movers. In the bike parking construction there is also housed a bike sharing program. Parking is minimalized and out of sight, located at the back of the buildings which need a closed façade as they are either located to the train tracks or slope of the Kruithuisweg.
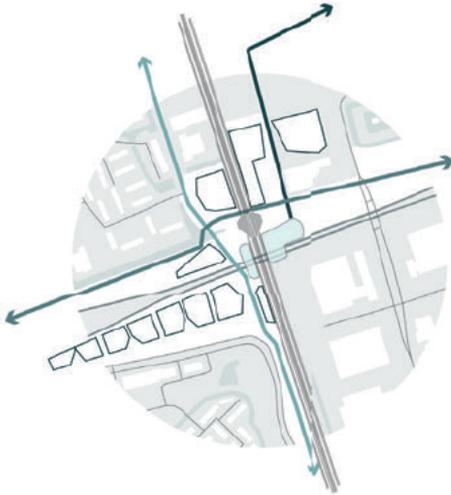
THREE MAIN ROUTES

HUMAN SCALE + AFFORDANCE
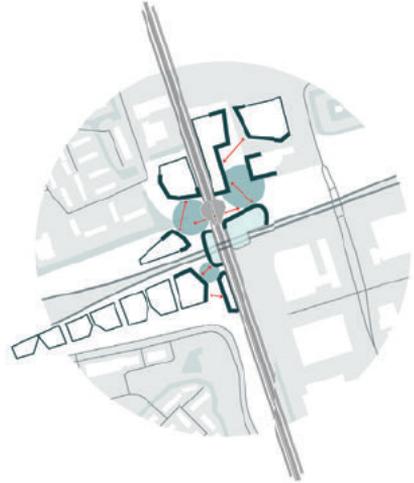
LEGEND

⟷ vis-a-vis

⬤ safe and pleasant squares: eyes on the street

▢ bringing back human scale

THREE ATMOSPHERES

LEGEND

🔴 Busy

🟠 Buzz

🟡 Tranquillity

MULTI MOBILITY – PARKING

LEGEND

▣ follow up transport (K+R, taxi, bus, people mover, bike share)

🅿 indoor parking (at the back of the building)

🟧 car free area

K.2.2 The spatial design

Altogether, this resulted in the masterplan as shown aside, in figure K.2.2.: a Spatial Design for Delft Campus station, the soon to be first energy-neutral train station of the Netherlands. The new urban elements react on the distinctive wing profile of the solar roof.

The smooth transport hub

At first, the passing routes, following the lines of the roof. The three red routes are shaping public space, as they are the main focus of the concept. The cycling routes are greatly simplified, creating safer, less complicated and faster routes to the campus and back.

Surrounding new buildings frame the square and all with different shapes facilities giving atmosphere to public space, all delivering eyes on the street. The squares are car-free, but they are not located from different possibilities for follow-up transport: shared bikes and an electric people mover (Northwest square) and rental skates (South-East square) are within 100 meters, and within 200 meters, people can be picked up (K+R next to all squares) or take a bus (Northwest square). Parking is out of sight, in the new dwellings. Built adaptive, as they can function as office when cars less in demand in the future.

The climate adaptive city

When designing the plan, an effort is made to maintain as much trees as possible and many trees are planted along the new routes and on the square. Green structures from Voorhof are connected by the North-South route, providing inhabitants a pleasant route towards the little green planes Delft has: Midden Delfland and het Abtwoudse Bos. On all the squares, urban furniture is placed that easily takes in water and cools the square (less concrete materials). Above that, the importance of water and its management is marked with the polder pumping station, transformed in an art object (this art object will be described more elaborately in part K.2.3 and figure K.2.6 about the spatial design details).

Activity around the corner

As mentioned above, every square has its distinctive functions, in order to create eyes on the street and affordance. For instance in the North-east, a school is situated, providing people at the square at any time of the day. Every square has its distinctive program, following the busy-buzz-tranquillity concept, which will be explained at the next page.

Living at the station

Only at the two eastern squares new residents will be situated, reacting to the neighbourhoods Voorhof and Tanthof. In the northern plot, this implies that mainly starters will be housed, as that group is underrepresented throughout Voorhof (and the whole of Delft) and single person households in smaller apartments. At the southern square, families are housed, responding to the greying neighbourhood of Tanthof. More at the end of the strip, also student housing is accommodated, as that group is in great need of housing in Delft.
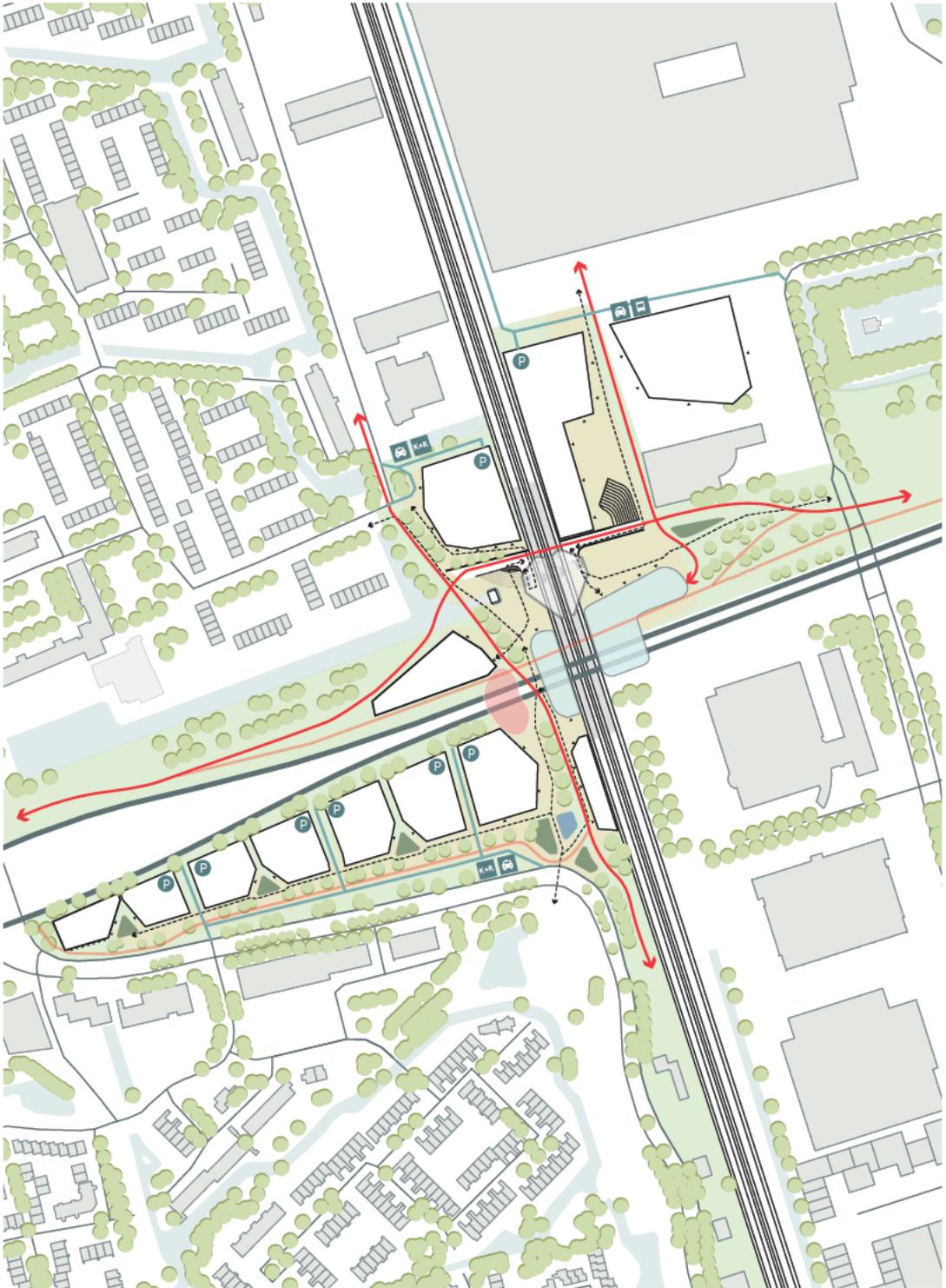
Figure K.2.3 Delft Campus
spatial design principles -
detailing (right page).
Source: author

K.2.3 Details of the plan

The concept of the three different atmospheres of the squares resulted in a distinctive program for every square, see figure K.2.3. This program reacts on the different flows of people: many people are coming to and from the campus to work and study, which happens in rush hour [busy]. The same applies for the workers from the Schieoevers. Other streams are less in a hurry, as those of events coming from the Rotterdamse weg (Northeast plot) or coming from the neighbourhoods Voorhof and Tanthof [buzz]. Lastly, there are recreational users coming from the South from the hinterland [tranquillity].

The Northeast square is directed at meeting and learning because of its busy character . Not only because it is the gateway to the TU Delft, but also because a new school arises at this side (MBO). Terraces will try to slow down the crowd, to have a meet up before they take the train to their next destination.

The Northwest square is not always that busy, but still has a certain buzz, also at night, as a culture facility and sports studio are facilitated here. Above the sport studio, new residents will find their home.

The Southwest square is directed at the neighbourhood, therefore it clusters functions which are in need there: a healthcare centre. In one of the street interviews an older woman said she thought it was a waste that the pharmacist had disappeared. The area houses a lot of elderly and presently they have to go all the way to shopping centre De Hoven. This is clustered in the South East plot (yellow in the map lower right). Under the Kruithuisweg a skate park is housed, making sure there are eyes on the street under the bridge and a dry place to do sports for residents of Delft South (orange on the map on the previous page). Following this playful activity of skating, the Southwest square facilitates multiple play- and green zones to meet, play or take a rest.

These different sets of activity, create different patterns of people being active on the squares and creating liveliness at any time of the day at the Northeast plot. At the Northwest square there is more of a buzz at night, coming from the culture centre and the sport studios. At day time, this square will be more empty, but due to its pleasant and open character, because of the open tunnel slope and height differences, this is not a problem. The Southwest square is more calm at most times of the day, but the play- and green zones do create people on the street, supplying a place for neighbours to meet.

PROGRAMMA

SPORTS +
CULTURE

MEETING +
LEARNNG

PLAYING
+ LIVING

LEGEND

■ infrastructure	■ education
■ restaurants and bars	■ office
■ culture and events	■ playing
■ retail	■ residential

FLOWS OF PEOPLE

LEGEND

→	Busy: people in a hurry
→	Buzz: activity, but not in a hast
→	Tranquility: recreational users
≡	Thickness of line is how many users

LIVELINESS
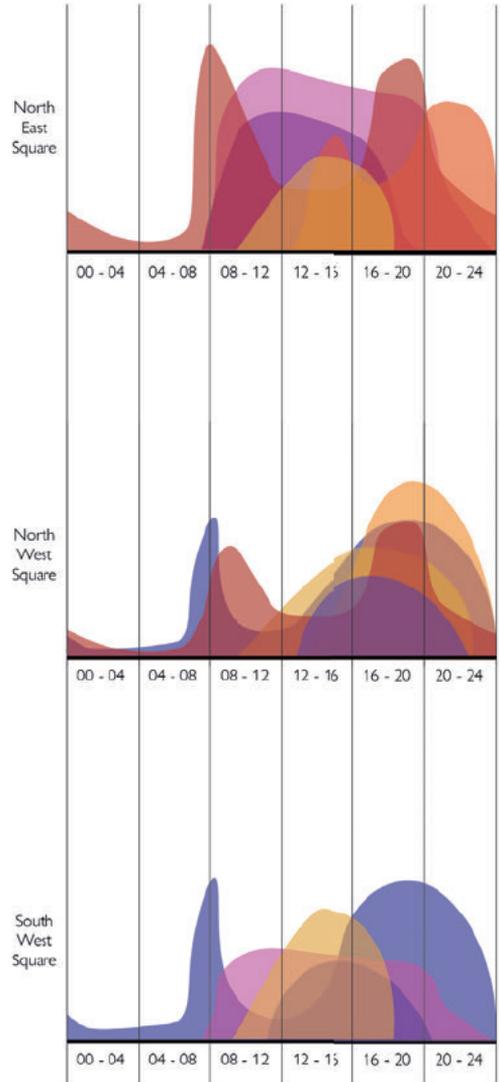
North East Square

00 - 04	04 - 08	08 - 12	12 - 16	16 - 20	20 - 24

North West Square

00 - 04	04 - 08	08 - 12	12 - 16	16 - 20	20 - 24

South West Square

00 - 04	04 - 08	08 - 12	12 - 15	16 - 20	20 - 24

LEGEND

■ infrastructure	■ education
■ restaurants and bars	■ office
■ culture and events	■ playing
■ retail	■ residential

Next to the liveliness of the square at all times of the day, also the lighting of the squares contributes to the pleasantness and feeling of social safety at the squares. This lighting plan is showed aside in figure K.2.4.

Although Delft Campus station makes a proper transformation, it still will not be an Intercity station. Therefore, lighting is important as this will not (soon) be a station with many visitors. According to Marco Broekman, there will 10.000 boarding and exiting travellers a day (at this moment its 4500), which makes it still smaller than a station area like Helmond at this moment (Marco Broekman, 2019; Treinreiziger.nl, 2017). So a square has to be nice and feel safe, even when there are no people around by lighting the case: an open and well-arranged square, with warmth from the lighting. This light is provided by the bike parking construction, which could look something like "the Blob" in Eindhoven (figure K.2.5).

Another element which combines light with atmospheric constructions, is the polder pumping station at the Northeast square, which could like the reference of Breda, shown at the bottom aside. Here, the water the station pumps up anyway, is pumped over the sides of the building, to create a waterfall at its façade. At night, this is illuminated from below, creating an artistic icon. Next to creating atmosphere in public space, this element confronts passers-by with water management and the place they are standing: 2 meter below sea level.

A last detail of the plan is the landmark distinguishing Delft Campus station. The ambition of the first energy-neutral station of the Netherlands is favourable, but it is a small roof and a small intervention. It does not indicate a new route to the campus or any relation at all. Therefore, a new striking construction arises next to it, reacting its style, but visible from the Kruithuisweg and from the Schieoevers artery. This building marks the start of the route to the Campus, and therefore is also situated at the Northeast side.

LIGHTING PLAN

AN ENTRANCE FOR DELFT CAMPUS
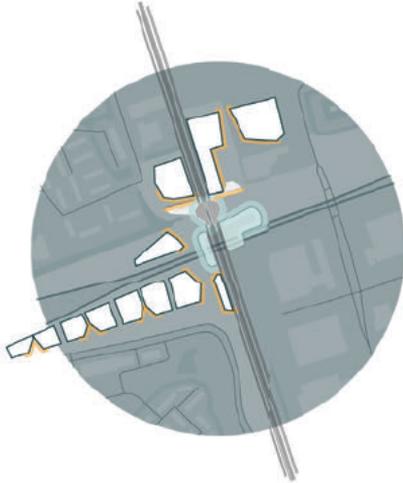
LEGEND

- white bright lights, coming from glass structures
- softer, "kind" yellow lights, coming from shopwindows or the tunnel
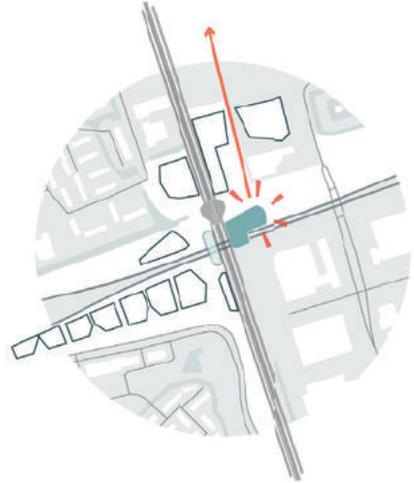
LEGEND

- at the end of the (sight-axis of) the artery of the Schieoevers: the start of Delft Campus
- striking building to mark the spot
- lightens up, also visible from Kruithuisweg

K.3 | DETAILED DESIGN THREE ATMOSPHERES

In order to test the concepts, a research into the three squares is done. This research by design is done by making more detailed plans, sections, collages and searching for referential images. In this way, the atmosphere sketched in previous subparts in this chapter, are becoming more imaginative. The accompanying text is telling more about the materialisation and about details of the program the square has.

K.3.1 Key project Northeast square - The Campus entrance

As the entrance of the TU Delft campus and entrance of the Schieoevers, this side of the station has a high urbanity and it is characterized as "busy". Students, teachers, workers, practically schooled pupils, professors, visitors of the events at both of the sides of the Schie, they all leave the train at Delft Campus station and take the (shared) bike, people mover, taxi or the bus here .

Multi-modality mobility solutions are central to this square: people are in a hurry, going to or from work or school, so various options of transport are at hand. The squares have enough space for these big flows of people in rush hour, providing space for large streams of pedestrians as well, walking to the TU Delft every day. At the open part of the tunnel, with the stairs pedestrians are invited to slow down a little bit, to have a drink and meet up with colleagues in the TU Campus Pavilion: it was noticed, that within the TU Delft, there is not a central place to come together, not like the pavilion of the Erasmus University in Rotterdam, (see figure K.3.4.a, next page). De Zwarte Hond designed a pavilion which provided the students a meeting space in the middle of the campus, which fits in perfectly in the landscape, luring over the water where in summer all students of the different faculties meet on the stairs. As the TU Delft campus will move more to the south of
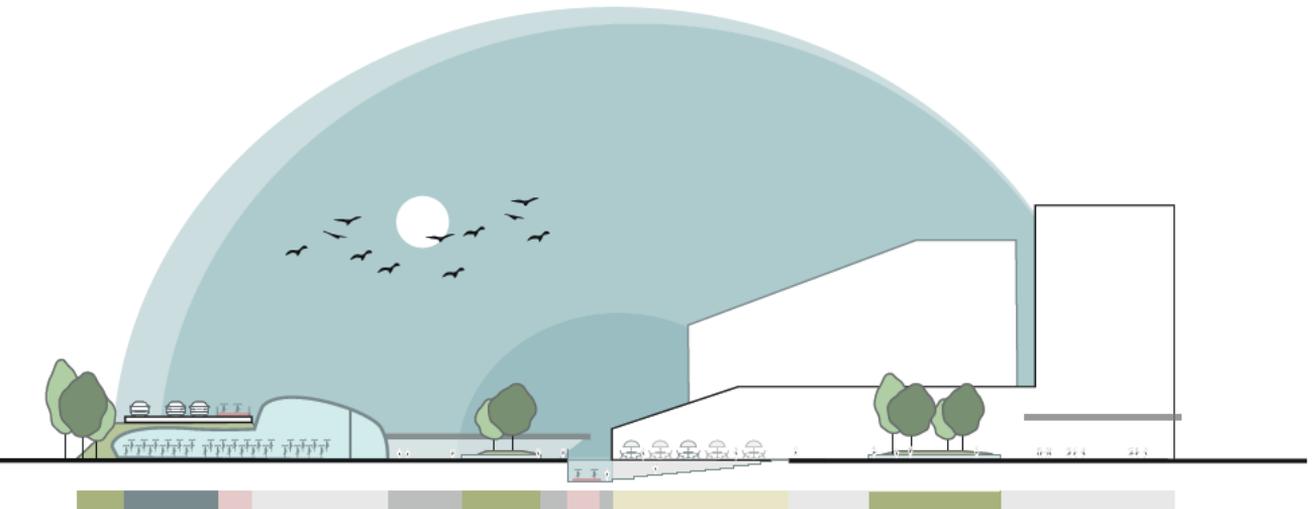
the campus throughout the years, Delft Campus station will become in the middle. And as there will be more trains arriving at Delft Campus station, this stop will eventually become attractive to all users of the campus.

At this part of the square, the northern part with the stairs, a space with less haste is created, where people can wait and sit for their people mover or hang around until their next class starts. A view of this can be found in the collage in figure K.3.3.

To guide the user of Delft Campus station where to go when visiting the Schieoevers and direct him to the Schieoever artery, distinctive elements of the rather industrial area can be used. Just like in the new plans for the Schiehallen, such as they use in the new dwellings elements of the construction and the façade in that design. An example of this is shown in figure K.3.4b. At the end of this artery, it must be clear where you are going, a striking construction which lits at night and which is also visible from the Kruithuisweg,. this could look like something like the "Blob" on the 18 Septemberplein in Eindhoven.

The other route users of the station can use is the one heading towards TU Campus. With use of patching, using similar materials of that campus, but not changing too much to the route, an indication is made to where this route is leading to. Same materials of paths and trees as the Mekelpark are used along this route, shown in figure K.3.4.c

Figure K.3.5 spatial design
North-West square. Concept:
"buzz". Where the section is
cut, is indicated with a red line
(right page),
Source: author

Figure K.3.6 section of the
North-West square. Street
profile is indicated at the
bottom (below).
Source: author

K.3.2 Key project Northwest square - Sports & Culture

The next square at the Northwest side, is more calm than the previous described: most flows of people will go through there. Therefore, this square should be designed in such a way, that it is also pleasant and kind in its atmosphere when there is no one there. As Delft Campus station will not be an intercity station, despite its large growth in the upcoming 30 years.

To create this pleasant atmosphere, the tunnel is open with slow descending stairs, opening up to the cultures building: the square is made visually smaller by marking it by new buildings. This culture centre has a vis-à-vis function with the other new building, where activities like a boxing school and fitness studio are housed in the plinth. The sport and culture activities also attract people later at night, and with the open façade, this contributes visibility because of light and to the eyes on the street.

The tunnel itself is also lit up at night, creating a clear pathway to the other side of the train tracks and creating an atmospheric square, see figure K.38 .a and -b.
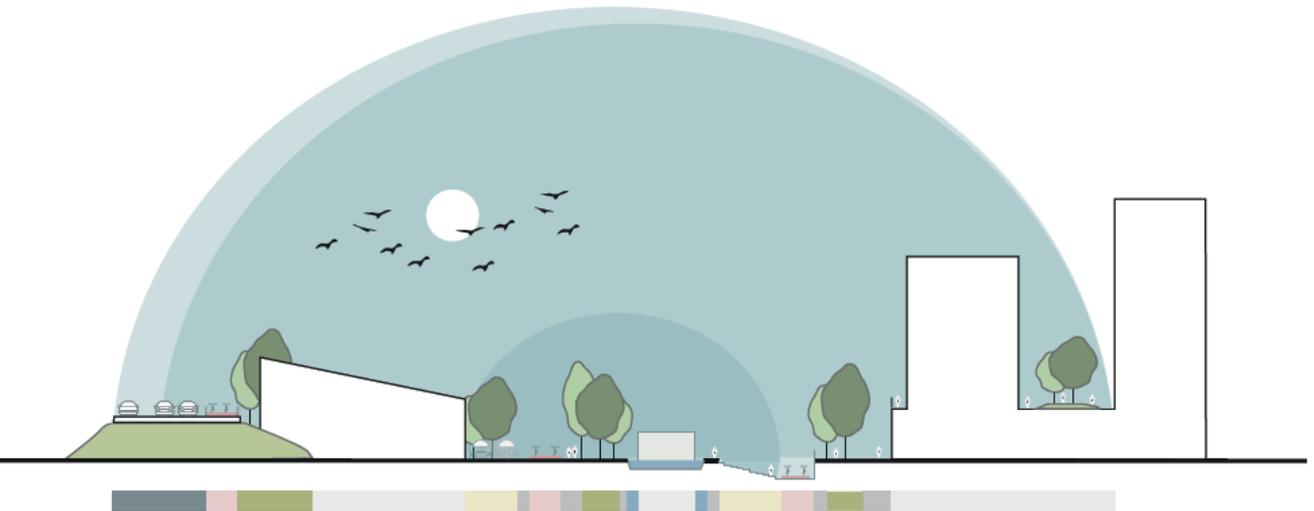
The sports and culture buildings do not only function as the framing of the square, but are used also as a buffer between respectively the train tracks and the Kruithuisweg, to create more calmness at the square, as can be seen in the section in figure K.3.5. The sports building next to the train tracks, does not only house the sport studios and parking facilities, but in the higher levels also people are housed. They have their own more private environment within that block, where a shared garden is housed and the balconies are directed towards it.

In the middle of the square, just before the descending stairs to the tunnel start, the polder pumping station stands. Unfortunately, this rather unseemly construction cannot be moved, as this is very costly and is crucial for the water management of the area. Therefore, this object was taken as an opportunity, to educate the passers-by the importance of the water management system, by transforming it into an art object, just like the surface water pumping station in Breda, see figure K.3.8.c. The water is pumped over the edge of the building, which also lights up at night.

Figure K.3.9 spatial design South-West square. Concept: "tranquillity". Where the section is cut, is indicated with a red line (above).
Source: author

Figure K.3.10 section of the South-West square. Street profile is indicated at the bottom. (right page).
Source: author

K.3.3 Key project Southwest square - The local station

The last square, Southwest of the project's quadrant, is following the concept of "tranquillity". This square is more directed at living at the station than the other squares and has less activity. Functions in the plinth are directed at the neighbourhood: a health centre with facilities as a pharmacist, physiotherapist and general practitioner. As can be seen in the section in figure K.3.10, this four-storey building does also serve as buffer for the noise of the train tracks. This building is not suitable for residents, as it resides within the environmental contours of Joulz at the other side of the train tracks. Because of this reason, and because of the thin plot¬¬, this building is not very high. At the other side of the street, however, the highest building of Delft Campus station arises: the Leo of Certitudo. Acoording to the advices of the policy note about building heights, this plot is suitable for high-rise up to 90 meters (Beleidsnota Bouwhoogten Delft, 2005). This landmark indicates Delft Campus station from far and contributes to the city sky line.

It also marks where to go for a park-and-go: under the Leo, parking is facilitated. This parking is very easy to access from places like Den Hoorn

or Pijnacker: by connecting smoothly to the Kruithuisweg, see figure K.3.9, people are parked very quickly and off to their next destination, for instance if they go on holiday. This is much faster than parking at Delft Central station, as there parking is situated quite a walk from the station itself (underground) and the city centre is harder to reach. And since the extra train tracks will facilitate eight trains per hour, Delft Campus station suddenly becomes a much more attractive destination. In this way, that parking has an absorbing power.

The Leo marks the beginning of the strip, where six other buildings are placed, descending in height. These are mainly residential towers, with some smaller businesses which have their residence in the plinth. In front of every two buildings, a patch of green is placed, creating a place for neighbours to meet and facilitating play. There is a significant distance between residential buildings and the greenery patches until the busy Tanthofdreef, namely, first (going from bottom to top) there are trees, parking lots for visitors, a service road, trees and bicycle stands and then there is a broad pedestrian area, making it safe for children to play in front of the buildings. Small elements for play (which also contribute to the climate adaptiveness of the street) are added to facilitate play, like the example of figure K.3.12.a. The buildings themselves protect them from the noise of the Kruithuisweg.

This play is started already at the beginning of the strip: namely under the bridge of the Kruithuisweg with a skatepark. To follow up on one of the patterns of the game, see appendix xii, this creates program under highway, which could look like the park in figure K.3.12.b.. Skates can also be rented in the health centre, but not only for stunt skating: also skeelers can be rented (or other forms of transportation like steps or bikes) as the route going south connects to the existing skate routes in het Abtwoudsebos (Skateroutenetwerk Midden-Delfland, n.d.). This is also indicated with the materialisation of the route, with smooth asphalt, as the reference of figure K.3.12.c.

In the future, more residential towers can be added along this way, next to the train tracks, as in the future it will be easier to build there and the space will be needed. But that will only happen when the developments proceed as planned and for instance, no new crisis arises. Something which will be looked at in the next part: the phasing of the project.

K.4 | FEASIBILITY AND PHASING

Strategic phasing is essential in creating a successful active and pleasant public space. Subsequently not everything can be developed at the same time, not only for financial reasons, but also because the demand of functions and dwellings is not directly that high:

"There is a lot of space for developing plots - which is also needed to make it an intimate square - but so much program, we cannot get sold. Delft does not need so much new offices or retail [at one place], it should go gradually"
<div align="right">Participant from the municipality</div>

Therefore, a phasing is made, which takes into account the different developments (the tunnel et cetera), pragmatic choices which derive from those developments (for instance ProRails construction site), how key stakeholders are affected by the developments (interests or investments), and most importantly: prioritization of the to be developed program and public space. This results in the phasing aside in figure K.4.1a, b, c and d.

2025: At this instance of time, the first working activities for the tunnel already started and will be done at 2023. Therefore the first focus will be at the Northwest square. However, as the four train tracks are not finished yet, the users of Delft Campus station will not increase just yet. Therefore, the first elements to create a safe and pleasant atmosphere and eyes on the street need to be placed: in this phase the skatepark underneath the Kruithuisweg and the art object of the polder pumping station. Next to that, the tunnel will be finished in this phase, which makes the first new route to obtain the focus: the necessary connection between West and East Delft.

2030: Just before this phase the new Gelatine bridge will be finished and the first new dwellings of the new neighbourhood Schieoevers will be finished, which means that the new route to the Campus North can be realised. Therefore, this phase has the focus on developing the Northeast square, to create directly a visible and attractive entrance of Delft Campus station. Also the station itself is then finished, which then combines its futuristic character with the bike parking construction. The extra users of this station, together with the new MBO school create another large flow of people every day on this square.

2035: In this phase, the 4 train tracks are finished, causing a lot of extra users of the station. That also results in the construction site of ProRail to be used to buffer the last square (Southwest) and the route the hinterland and its nature. By creating this more tranquil environment, the rest of the strip after the Leo can be finished.

2035 financial crisis scenario: Taking into account the chances of a new financial crisis, there has to be thought of a scenario where not everything can be developed. Therefore, the Leo is strategically placed, making it possible to frame the square with only that building and the development of the rest of the strip can be postponed or cancelled. Then, this phase only needs to finish the last urban elements and the smaller building which serves as buffer for the train tracks. This could not be constructed earlier, as this was a construction site of ProRail.

2025

2030

2035

2035 – FINANCIAL CRISIS SCENARIO

K.5 | ENGAGEMENT STRATEGIES

Figure K.5.1a Claims on space in the new design
K5.1.b-d engagement situation and strategies. The onion diagrams show relationships (strength and frequency of contact between stakeholders), involvement in project (more to the centre means more involved) and position (market, civil society, government, institutions). Note that relations change over time, when the project and its aspects are evolving.
Source: author

In the phasing it became clear, that certain choices are made because of or have an effect on the interests of stakeholders. Therefore, this paragraph describes how to react on these interests and in this way, form an engagement strategy which activates the different stakeholders to realize the proposed spatial design. This is done by first mapping the claims on space in figure K.5.1.a aside. The colours representing the different stakeholders in this map, are also represented in the onion diagrams per phase of the project, in K4.1.b, c and d. In this way, threats (-) and opportunities (+) for every stakeholder are clarified, to mobilize them to go along the plan, which is shown in the table below.

Actor	Projectparts	What's in for them; engagement plan
Municipality	All public space, stairs tunnel	(+) in every phase, the municipality sells plots for cash flow - compensating that in every phase there is a big expense to public space, more plots are created next to the Kruithuisweg, other stakeholders are seduced to invest in other subprojects.
Province	Kruithuisweg	(+) more clear routes
		(-) did not show intention to change Kruithuisweg
Water board	Polderpumping station	(+) stays on same place (+) education in public space
		(-) have to invest
TU Delft	Pavillion, patching route	(+) create a significant entrance to campus, pleasant route
		(-) did not show intention at all to contribute
MBO	School	(+) perfect location for public transport, combine with practical schooling at adjacent Festo, create own little campus, flexwork
Nature organizations	Routes	(+) new recreation route to appreciate nature + more importantly, new ecological connections, green corridors going city inwards, connecting East-West
Culture centre community	Culture house, health centre	(+) finally providing the area with things to do (at night)
		(-) need funding from municipality, especially for in public space
NS	(bike sharing etc in) bike parking building	(+) more activity and flow aroud their station, more users because of MBO, reasons to be at Delft Campus station.
		(-) need to invest in landmark of bike building
ProRail	Tunnel, station, train tracks	(+) phasing is adapted to their needs
		(-) need to invest more in widening tunnel
Certitudo	Leo, the strip	(+) strategically placed Leo, so can go first: directly start bulidng
		(-) rest of the strip has to wait.
Amvest/other developers	North plot, buffer plot, etc	(+) more plots to develop, mix use and highrise
BKS - motorenweg	The Strip	(+) they can stay at their plots during the first phases, and are also gradually moved to the new buildings (might have some construction hindrance though)
BKS - Festo	MBO	(+) a promising combination is found to combine the MBO campus with Festo, as they educate practically school people in their office: the combination campus = a pneumatic MBO
Citizens Tanthof	4 train tracks, the Strip + Leo	(+) finally neighbourhood facilities, better connectivity, clear entrance to Tanthof, places for play and to meet
		(-) more trains and more people (more impulses in calm area)
Citizens Voorhof		(+) finally neighbourhood facilities, better connectivity, places for play and to meet
New citizens	Strip, Leo, North plot	(+) great connectivity, middle of everything
		(-) first years a lot of construction hindrance around

CLAIMS ON SPACE
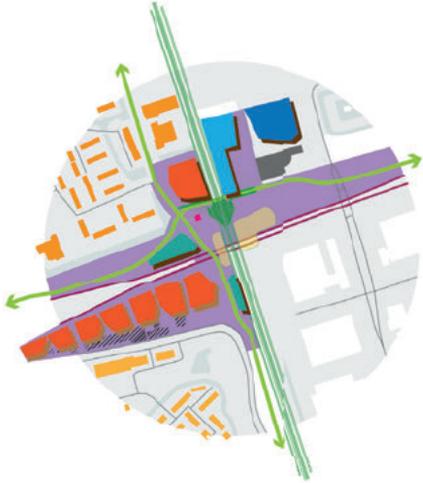
LEGEND

● TU Delft	● NS	▨ BKS - Motorenweg
● MBO	● ProRail	◍ BKS - Festo/Schieweg
● Nature	● Developer - Certudo	
● Culture / Health	● Developer - Amstvest / others	
● Municipality	● Citizens Tanthof	
● Province	● Citizens Voorhof	
● Water board	● New residents	

2025
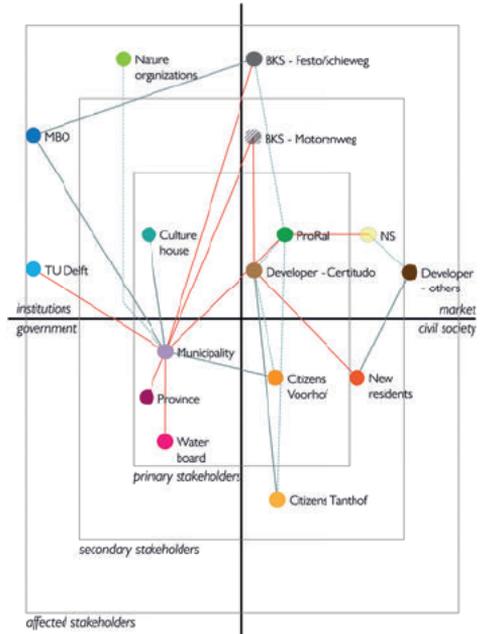
2030
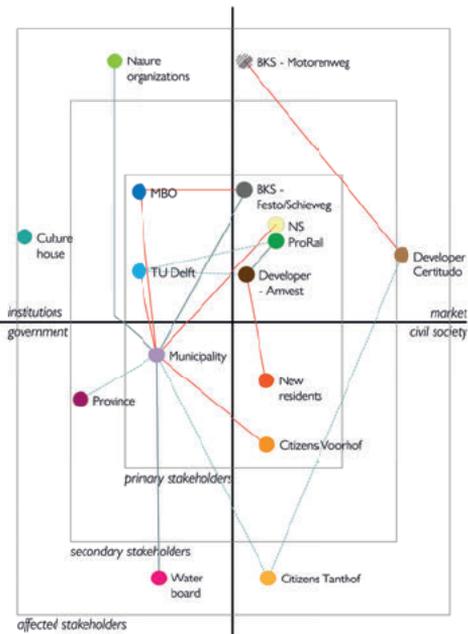
2035
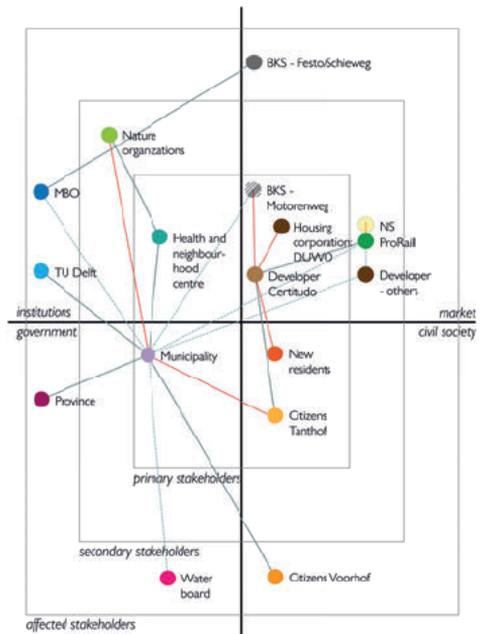
K.6 | PROCESS ADVICE

In the previous part, linking opportunities are tried to be found between the interests of the different stakeholders, trying to mobilize them for the vision of Delft Campus station. By process interventions and advantages in phasing or reacting on their interest in spatial design, they are activated to have their share in the process. In this way, all stakeholders are taken into account as much as possible, by choice however, some or certain project aspects are given more priority and the less powerful groups are empowered. However, not only by a strategic phasing and good design, the less powerful groups are empowered. That should also be done by a strong process. Therefore, this part provides an advice on how to handle the process. That is done not only to prospect on the upcoming design process parts, but also to reflect on own design process: where did I made choices by myself which should have be done with the consult of others. As already reflected upon at the end of part J, the Dialogue Game provided a lot of input for the design, which made it easy to conclude vision principles and the first choices to be made in the design. However, further down the process, it became less evident which choices to make, they came from own inspiration or previous experience, but may not resonate with what residents would have proposed: further down the process there was less legitimacy for choices.

To give two examples: when choosing the program for the neighbourhoods, I have used my knowledge from the street interviews. However, I only spoke with a few residents and did not know if this really fits to the needs of the residents of Tanthof for instance. Maybe an extra supermarket is also desirable, which would considerably change the outlook of the plan. Another example is the creation of the different playscapes, which should more resonate with the wishes of new residents and also the wishes of the nearby residents of Tanthof, who also could make use of these playscapes.

Therefore, the advice to organize multiple meetings on points where are questions. In this way it is easier to quickly react and adapt the plans or processes, rather than keeping it too long to yourself. Which also makes feedback less painful as you did not spend already a half a year on it, what makes you more flexible. That will make the design process more iterative, reflective and adaptive: then the dialogue is not only as a design process, but the design process also starts to be a conversation. Therefore, in the process advice, I would argue for a participation process like a heartbeat, where different touch points with citizens and other relevant stakeholders are organised. That is different than the cuckoo-clock participation that now often takes place: planners come out once in a longer time, presenting what is the result of that period and then disappear again. This results in more questions for the participants than it delivers answers, and does not really contribute to the fact that they can participate. Important is to show what happens in the meanwhile and show the thinking line and what happens with the input and questions of participants: this is what is done in a healthy relationship.

Important there, is to keep the heartbeat frequent but low-key: do not expect every meeting to be great while you normally never talk with each other: slowly build up a relationship where people mutually learn from each other.

intention

announcement

analysis

street interviews,
observations

ambition

"het
Optiekenspel"

**ambiance
sketch**

check with
citizens:
programme,
volumes, needs

**vision/
design
brief**

propose
3 alternatives

**detailed
design**

inform about final
design

**sub
projects**

participate about
sub projects with
relevant stakeholders
and citizens

**building
process**

keep up to date
about building
process

INTERMEZZO

Een grafrede voor participatie

Ik moet u wat bekennen. Ik heb eigenlijk een grote hekel aan participatie. Vooral omdat ik er inmiddels zoveel foute associaties bij heb dat het woord voor mij besmet is geraakt. Ik wil die oude participatiepraktijk daarom vanmiddag feestelijk met u begraven.

- Ik wil niet meer meewerken aan de **kruideniersparticipatie** van verwachtings-management en participatieladders. De angstige houding van 'o wee als mensen toch eens het idee zouden kunnen krijgen dat ze echt wat te beslissen hebben!'
- Of de **inloopavondparticipatie** waar er besmuikt wordt gesproken over de 'usual suspects' waarvan je allang weet wat ze gaan zeggen.
- De **geeltjesplakparticipatie** van het openhalen van dromen, wensen en ideeën en dan geen flauw idee hebben wat je met die oogst aan moet.
- De **'het moet wel leuk zijn'-participatie** waar ieder scherp gesprek in de kiem wordt gesmoord omdat om 3 uur de inspiratiesessies 'omdenken' en 'beleidsbingo' beginnen.
- De **koekoeksklokparticipatie** van veel te lang in het stadskantoor zitten schaven aan kaders, dan te laat en de kort naar buiten om nog wat input op te halen en dan onder het motto 'dat nemen we mee' gauw weer naar binnen en de deurtjes dichtdoen.
- De **afschuifparticipatie** van laat ontwikkelaars en adviesbureaus het gesprek maar voeren dan hoeven wij onze handen en er niet aan te branden.
- De **'aai over de bol'-participatie** waarbij we pluimen uitdelen aan betrokken burgers maar hen geen plek gunnen binnen onze eigen systemen en werkwijzen.

- De **afvinklijstparticipatie** van 'dat hebben we gelukkig ook weer gehad, nu kunnen we weer gewoon aan het werk en in andere kamers de echte zaken gaan doen.'
- De **braaftaalparticipatie** waarbij alles wat de strijd om, en liefde voor de leefomgeving interessant en schurend maakt wordt gesmoord in zielloze proces- en beleidstaal.

Als dit is wat we met elkaar te bieden hebben dan is het niet gek dat we met participatie vooral desinteresse, wantrouwen, boosheid en Not in my Backyard oproepen. Dat krijg je immers terug als je angst, vrijblijvendheid en afstandelijkheid uitstraalt. OK, ik weet dat dit een gechargeerd beeld is maar ik denk stiekem dat u er veel van herkent in uw eigen werk en omgeving. Het wordt dan ook tijd om afscheid te nemen van deze participatiepraktijk en ons te richten op de dingen die er echt toe doen.

Ik ben eens begonnen om te praten over de interactie tussen burger en bestuur zonder het woord participatie te gebruiken. Dan moet je veel preciezer formuleren waar het over gaat en wat er toe doet.

Frans Soeterbroek
A part of his lecture, as part of the councilor manifesto "grensverleggers" of the "Architectuur Lokaal" on 29 november 2018

SECTION 4 – COMPLETION

PART L: CONCLUSION

Now all outcomes of the research have been generated, it is time to draw conclusions. This part looks back on the insights gathered, following the research questions as posed in part A.8 and therewith ending the three sections of the research design (see figure L.1.1). The research questions are answered in sequential order, after which a conclusion is drawn to the main research question "What should a communication tool enable, when an urban planner wants to facilitate a productive dialogue, for the purpose of the design process of urban node redevelopment in Delft, the Netherlands?".

In this part, no new results and insights are generated, thus no methods are applied. Results from previous chapters are integrated into a theoretically solid conclusion. In the next part (K), these results will be discussed, just like the applied theories and ideas (using method literature study).

| RQ 1 | RQ 2 | RQ 3 | RQ 4 | RQ 5 | RQ 6 |

As far back as 1969 Arnstein criticised the different citizen participation strategies by ranking them on her famous ladder of participation (Arnstein, 1969). This ladder ranked the power citizens actually had in the process. She proposed a new and fairer relationship with the public, with greater transparency in how much influence they have. Now, 50 years later, collaborative planning is impossible to ignore in modern decision-making in the Netherlands and will be institutionalized by a new planning act in 2021 (Omgevingswetportaal, 2017). Citizens are increasingly asked to think along about a variety of topics, including changes in their immediate living environment. With citizen participation, the government aims to contribute to better quality solutions to spatial and social issues and attempts to build societal support (Bleijenberg, 2014).

Within these participatory processes, face-to-face contact is currently indisputably the most used method (Bartels, 2012). Although the emphasis lays on more conversations, it is still not clear how that interaction actually should take place and how that contributes to better solutions and to strengthens mutual trust (Aarts, 2015). Despite the increase in attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively.

It is not surprising that urban planners and public officials are ignorant in facilitating and having these conversations. Conversations in collaborative planning often contain topics in which the various actors and citizens differ in opinion. And usually people find it difficult to have a conversation with people with a divergent opinion (Sennett, 2012). We either avoid dissenters or try to conform them to our point of view and therefore, most of us lack the skills to have a constructive conversation with people who think differently. This makes participatory processes complicated, as the initiators often focus on consensus and the aim to achieve consensus easily leads to implicit pressure to conform divergent opinions (Turnhout, Bommel, & Aarts, 2010). Diversity in perspectives is thus suppressed and the consensus ends in a moderate middle way.

This research went beyond the buzzwords of participation and dialogue and searched for an open, fair and transparent interaction with the public, which fits in the daily reality of the design processes of urban planners. It moved away from "organised frustration" towards a respectful and productive conversation.

The main research question answered in this thesis is:

"What should a communication tool enable
When an urban planner wants to facilitate a productive dialogue
For the purpose of the design process
Of urban redevelopment, in Delft, the Netherlands?"
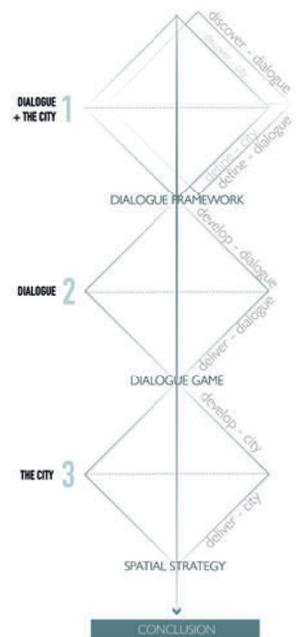
Figure L.1.1 Part L is in the final step, after the three diamonds. Source: author

L.2.1   RQ1: What is a productive dialogue in collaborative planning and in which beneficial outcomes does it result?

In part B, productive dialogue is defined as:

> A multi-dimensional and dynamic process of developing a shared understanding. This is different than a discussion, as it is about producing new ideas which cannot be found alone, rather than defending current thoughts. To make dialogue genuine, stakeholders have to take responsibility to truly understand the thoughts and ideas of others, to produce effective outcomes. And in this way the process of interacting it is not just gathering information for planning professionally. This brings added value for solving complex problems, by creating mutual understanding and learning.

A productive dialogue focuses on exploring differences, instead of a convulsive focus on consensus as an outcome. Assuming that everyone has an own frame of reference and that there are differences between those frames, there cannot be something like one truth. This is explained in this research as the multi-subjectivity setting, stating that it is not realistic to conform people to one outcome in one meeting. Exploring together what these differences are, one can come to an approximation of truth. In this way, dialogue is a joint research: explorative and inquisitive. These are important principles of dialogue.

However, arriving at this productive dialogue is difficult in practice, as it is a non-linear and unconfined process which needs focus and effort from all participants. Moreover, participants are creating dominant communication patterns, which restrain them in their ability to solve problems. The communicative capacity of the urban planner influences to what extent a generative dialogue can be created. This influence is an increasingly important skill for urban planners as the dialogue is becoming increasingly important in modern urbanism.

When a dialogue is coordinated well, it can result in positive outcomes like high quality agreements and innovative strategies. Additionally, many process benefits could unfold: mutual understanding, an ability to work together, novel ideas and social learning. Lastly, one of the most important results of a well-coordinated dialogue is social capital, which also functions as a precondition and the glue that keeps everything together during interaction. Social capital also produces other outcomes as it builds networks, trust and contains reciprocity. Most importantly it creates the capability to cooperate between participants. Considering these results, a dialogue is a vital element to exploit the possibilities of collaborative planning.

An important notion within productive dialogue is mutual understanding, which in this research is formulated as: "shared understanding refers to the amount of knowledge that has become common to interlocutors, partly as a result of the communicative process itself". Although, if people understand each other it does not necessarily imply that they agree.

This understanding is needed, as everyone has their own reality, and only by exploring those different realities we can find an approach to a shared

reality, which is formed by conversation. And vice versa: the way in which meaning is given to a situation forms the conversation, and subsequently influences what happens next in reality. As Ford explained: "Realities are constructed and maintained in and through conversations" (1999, p. 483). By means of framing and reframing, participants form a new approximation to reality and find new ideas. As together one knows a greater awareness and one is smarter than one only (collective intelligence)(Isaacs, 1999). In this way, conversations become a powerful tool for change.

For this research, the most important outcome of a productive dialogue is social learning: the urban planner learns from the multi-subjectivity setting, and by proper understanding this may be translated in design (e.g. change). And citizens learn from the activity by framing and reframing of their bounded reality, and may see that there are more realities than theirs.

L.2.2 RQ2: What are enablers for productive dialogue and how are they used in practice?

To translate the different barriers and enablers of productive dialogue, a framework was developed by means of testing the seven enablers, found in literature, in practice with practitioners. The expert interviews reviewed those enablers and proposed to (1) detail them with many sub-constructs and (2) split one of the theoretical enablers in two, resulting in 8 enablers: Frames, Information provision, Transparency, Shared Language, Equality, Safety, Altruism and Openness.

These enablers support the development of the generative dialogue with its principles as described above, which form the platform for productive interaction, as shown in the conceptual overview below.

Figure L.2.1 Conceptual representation of the Diallogue Framework (generic). Source: author
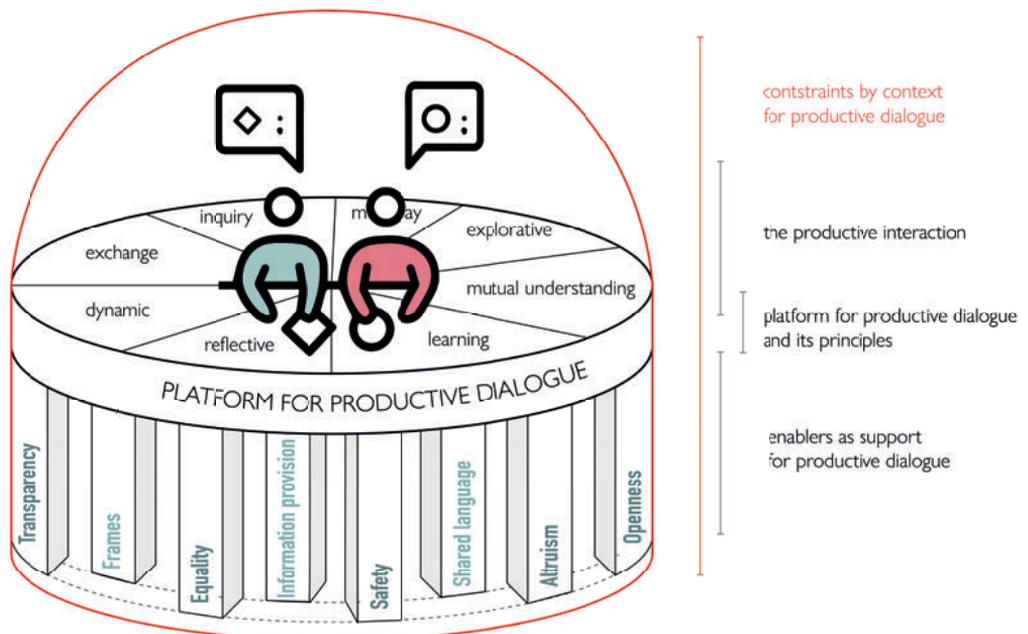
The experts explained that these different enablers contribute to the emergence of the productive dialogue. The enablers are basically the buttons for the urban planner, which need to be pressed in order to facilitate the productive dialogue. The conversation turns in to a process, similar to design processes, as it becomes iterative: people reflect on their statements, reformulate and come to understand what they mean, adapt ideas from others, and this cycle is repeated. A new kind of attitude from the urban planner (and participants) is crucial to this. As when one is reflective and adaptive, one needs to be open to change and new realities and vulnerable to present own ideas and get feedback and new ideas. In this way, capability to cooperate emerges (social capital): as people open up and are vulnerable to share their world views, and explain themselves, participants start to understand each other. A mutual understanding emerges, and empathy for each other's situation develops. Mutual understanding and empathy does not mean that people agree – so it's different than consensus – but people understand where others are coming from.

When designing a dialogue, one must take these different principles and enablers (and their details) in account. However, reality often gives constraints which makes it hard to live up to the enablers for productive dialogue. These constraints, in this case framed by the project of Delft Campus station, are explained in the next paragraph.

L.2.3   RQ3: How do context-specific factors (spatial issues and actor's interest) shape conditions for the dialogue in Delft?

When following the logic of previous conclusion, question is then, how to deal as accordingly as possible with the different dialogue principles and their enablers, although reality will confine them? In part E and F, the spatial situation and actor's interests were researched, to see how this would bound (or maybe enable) the dialogue in Delft.

Not all different aspects will be treated in this section, as there are simply too many and the project is complex, but a few and most important examples will be named, in order to show how choices within the framework were made, see figure L.2.2.

At first, the spatial analysis defined four spatial themes where the conversation should revolve around. Although the dialogical principles define that there should be a free space of content, the prototype tests and observations proved that content is essential for productive dialogue. The four spatial themes also helped to structure the complexity of the case of Delft South in comprehensible parts to focus on during the communication tool. Later it will be explained that these spatial themes also gave handles to deal with the complexity of the solutions (in form of spatial patterns).

Thereafter, the process of the Schieoevers project, of which the project of Delft Campus station a part is, was reviewed and extensively researched through a stakeholder analysis. The Schieoevers process had a long history with antagonized stakeholders, in which trust needed to be restored. By unhandy presentation of plans (f.i. displacing ones affected) this frustration

was fuelled and by high ambition of investors, trust in organizing parties was remarkably low and stakeholders doubted equality in the process ("investors are on the lap of the municipality, our opinion is not valuable to them"). Because the plans were presented in such a way, it also seemed like a very definitive plan – while it was emphasized that it was an adaptive plan – which caused stakeholder to think that there was no openness for new ideas, nor flexibility.

This, and many other factors, caused stakeholders to act strategically and not show their real self (ideas and values). What also did not contribute to the dialogue, was that people did not feel listened to, as plans did not really change throughout the year: the municipality did not provide enough information in what happened behind the scenes, so stakeholders felt like it was all rigged. Urban redevelopment is always very complex with its many stakeholders, and especially in Delft where there is so little space for the substantial amount of housing needed. The complexity of the bigger picture, so here, transparency of thinking steps were of increasing importance.

These two paragraphs are a short summary of how the contextual factors of spatial issues and actors interest form constraints for the providing a proper dialogue in Delft. Next paragraph will look at how this is translated towards a design brief for the communication tool: what does that game needs to facilitate and what is the essence of the designed dialogue in Delft.

Figure L.2.2 Choices within the dialogue framework: important context specific traits for Delft Campus station.
Source: author
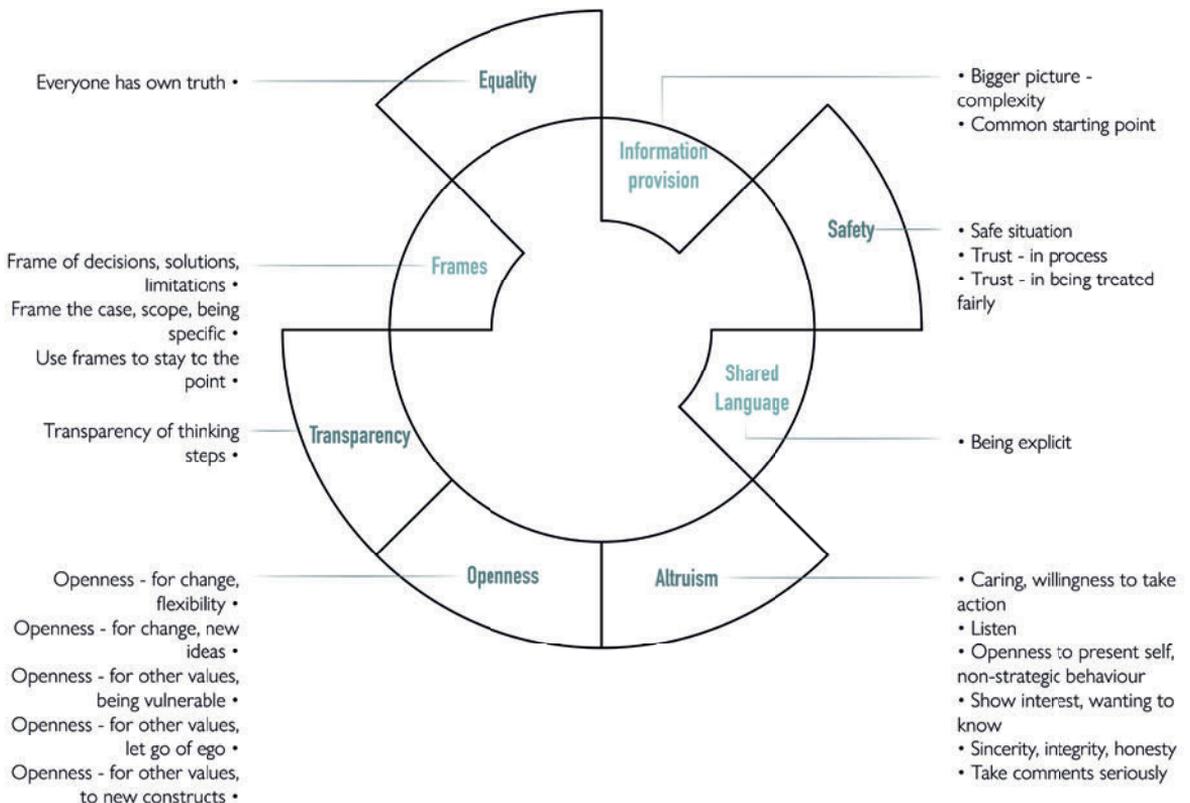
L.2.4 RQ4: Which principles and enablers of dialogue are most important when designing the dialogue in Delft and in which desired attitude does that result?

In the previous paragraph, a glimpse was given how choices of importance within the generic Dialogue Framework were been made: blue words are part of the Dialogue Framework which need extra attention. This was done, in order to derive a goal for the tool design and a design brief, which gave a focus for designing the tool.

From there, the goal was formulated, following the problem statement, aim and dialogical principles and most important enablers of the Dialogue Framework as described above, the goal of the design became:
- Main objective: to facilitate a productive dialogue: a conversation that increases the mutual understanding between participants.
- In order to support the urban planner understand other realities and therewith, give meaning to the spatial design.
- Which means for the urban planner, that he will be supported to facilitate a conversation where his problem statement of the case will be enriched, find new ideas and understand objectives of others. The participant will learn about the multi-subjectivity setting, get insights in its complexity and be heard in a fair way.

Altogether, the problem statement, aim, design goals and the focussed on aspects from the Framework, resulted in the following Design Brief, which has the desired attitude "Sincere, sharing and recognizing":

Future
An opportunity lies in introducing an interaction between participants and the urban planner which explores the multi-subjectivity setting. Through a playful setting and guidelines for conversation for the urban planner, this interaction could give the participants the opportunity to express their reality of the space in and relating to the framed project area. Instead of reacting on an ambiguous plan, participants articulate their current needs and show their wishes for the future, within the given urban themes. On the other hand, the interaction helps the urban planner to open up and to listen and get to know the participants.

This meaningful interaction for both the urban planner and participants, promotes the mutual understanding of each other, which helps the urban planner to make more thoughtful plans and the participant be heard and treated fairly. By showing the complexity, doubts are shown honestly, making the participant co-owner of the problem.

L.2.5 RQ5: How can that attitude be shaped in a communication tool and does that facilitate a productive dialogue?

By means of a program of requirements, a focus group, example studies, metaphors, own ideation and prototyping, three versions of the dialogue tool are developed, where the last prototype was tested extensively.

This resulted in "Het Optiekenspel". As tool a game was chosen, as play stimulates the participants to the right attitude: it gets them out of their dominant communication patterns, its playful character stimulates being free and profitless (construct: non-strategic behaviour), breaks down complexity and creates a space which is absent from prejudices and dogmatism.

"Het Optiekenspel" is a game which facilitates an open interaction where citizen and urban planner learn from each other realities, by means of a structured interaction: in two rounds people take turns to explain what their view is on the place, in this case Delft Campus station and its surroundings. Thus, there is a focus on differences between people. The focus lays on the process, rather than certain outcomes: as participants speak from own experience and views, it is not so much about collaboration (the goal of the game is not to agree or decide upon something together), but more about understanding each other's views, a joint inquiry to deepen why someone says something, a safe place to ask for clarification and encourage the one speaking to elaborate on and explain his utterances. This is done by means of "conversation interruption cards" which are framed in a positive way (either you add up to statement or ask for clarification).

In the Optiekenspel, the urban planner learns in the first round about the values and wishes of the participants, by looking towards the future. By means of spatial patterns, participants can illustrate what these values and wishes would be. The spatial patterns are used to break down the complex parts of design to illustrative solutions where people can hook onto and to easily open up for new ideas.

Starting by looking at the future differs from most participatory processes, but this leads to a positive start. People feel safe to say anything – as there is clearly indicated that there is still room for complaints in the second round – and there is an open atmosphere where people can imagine different views at the spatial situation. In this way, participants encounter different worldviews, without having to step outside their beliefs. The second round goes into which problems or opportunities people see when taking their often used routes through the area. Because in the first round probably already the first problems were discussed – as future views emerge from solving current problems – this round is shorter and people can be brief about their negative experiences. During the test rounds of the prototypes, it became evident that round two, grounded in the reality context of the case, is of high importance to live up to the pragmatism of the participation. Participants want to know what they contribute to, and solely the first round would be too abstract to see what they are working towards.

This resulted in a respectful and open conversation took place where the urban planner received many different ideas and input for spatial design. The game facilitated the conversation, which resulted in the facilitator only needing to take part and listen, instead of guiding the conversation. Some side-factors influenced that conversation negatively, but in essence the game was open, felt safe and created a willingness to actively participate in the conversation .

To the extent that a physical tool could intervene in human interaction, for example with the cards and gamestructure, it did lead to a productive conversation. Once the game started, the facilitator did not have to do much except for listen and occasionally ask for clarification: it aided the urban planner to facilitate dialogue. Participants came together for a free flow of conversation, within the set of frames, without much intervention. This generated a lot or input for design, all relevant (productive): the urban planner learned about the multi-subjectivity setting and the oddities of the place. By exploring each other's realities, mutual understanding and certain empathy for each other's world emerged. This prototype of the game, however, facilitated to a lesser extent the (evident) learning of the participants, as they indicated that they did not come much more aware if other opinions: the game facilitated in a productive dialogue, with room for improvement.

L.2.6   RQ6: What is the effect of the communication tool on the design process?

As stated above, the communication tool did facilitate a productive dialogue for the urban planner. The outcomes of the game are reflected upon, if it indeed resulted in a comprehensive urban design for Delft Campus station. Then, a final conclusion can be drawn on the main research question.

The spatial design combined the building blocks from the game, ambitions from the Schieoevers Definitive Development Plan and own insights and expertise. It is difficult to point out which part is directly from which input, but it did give the planner more legitimacy in choices and choices 'felt logical'. Also, certainly different choices are made in the design, for instance the choices of "main square", the skate-route, and leaving other things out like pocket parcs or vertical gardens. But also more abstract choices in formulating the main concepts (in this case the focus on routes). Next to that, the oddities of the place - things one can only know when living or using the neighbourhood extensively which is not describable in GISdata, from a resident/user perspective – surfaced during the game, which gave the urban planner more insights in the people living there, but also ideas for design. When facing dilemma's in the design process – which is a decision process – planners/designers would normally search clues in either artistic, historical, technical or other reasons to make certain decisions. With the participants' input, these choices were easier to make and choices felt less arbitrary.

Moreover, the tool helped to structure the spatial input gathered, as it was structured in (notes on) spatial patterns and spatialized comments on the map. In this way, it was uncomplicated to make an analysis of the comments and with that formulate conditions for the spatial vision. Looking up quotes and statements again, helped making choices for new challenges: learning about the multi-subjectivity setting gave legitimacy to make choices. Making choices felt natural and easy. Nevertheless, during the design as it is presented now, new questions arose, which would/should have been discussed in a new meeting. Such as the choice for a certain program where the planner thought it would fit, are now chosen from reasoning of view of the urban planner, but could have been enriched by local residents.

Therefore, in a normal design process there should be new meetings at that point and participation should be employed as a heartbeat: repeatedly learning and informing each other, where the dialogue follows the iterative design process. Not only has the conversation as a design process, but the design process has become like a conversation, going back and forth. That is different than the current participatory processes, where the focus is mostly on presenting (and defending), rather than learning.

L.2.7   Main research question
What should a communication tool enable
When an urban planner wants to facilitate a productive dialogue
For the purpose of the design process
of urban node redevelopment in Delft, the Netherlands?

The focus on the design process as a conversation, instead of the focus on the outcomes, is the solution to the problem stated in the introduction. In current participatory processes the focus is on an outcome, which leads to trying to conform opposite views and delivers false expectations, which results in what is called "organised frustration". The design process as conversation, and/or the conversation as design process, iterative, adaptive and reflective, leads to productive dialogue.

Then, a final conclusion can be drawn on the main research question. Figure L.2.3 on the next page is a visual representation of this conclusion. This paragraph follows the logic of the image: between the [brackets] the different punctuation marks are displayed, about which part of the image the conclusion is about.

Instead of focussing on an outcome, the designed interaction focussed on the process, which put the differences between people as central. Because of the multi-subjectivity setting, everyone holds an own view on what is truth, so conforming people to one outcome in a meeting, is not realistic. Exploring together what these differences are, one can come to an approximation of truth.

That requires an open attitude, for new realities and perhaps change of your own reality, and vulnerability, to present and explain yours, and get feedback and new insights on your own view. Instead of stating your view as reality [.], questioning your own and each other's views [?], being open for feedback and new ideas.

Then, the capability to collaborate emerges, as people are truly searching for what is behind a statement, wanting to know and deepening the statements [:]. Empathy for each other's situation emerges, as there is a mutual understanding. That does not necessarily mean agreeing with each other's statements and one does not have to step outside their beliefs (what feels safe). One does not have to change opinion, but at least one is open for it. Then everyone is heard fairly and equal (procedural justice).

Consequently, everyone's contribution is fairly considered and shared [/]. In this process, people frame and reframe their utterances; their values, wishes and frames of references. And by reacting to each other, hearing the other out, questioning and inquiring, social learning takes place: in every step people are change little by little. So wanted or not, people leave differently than they came in. And new ideas and insights are found, as together one has a greater awareness and one is smarter than one only (collective intelligence).

This process repeats itself, it is iterative, whereby the conversation becomes like a design process, alternates between abstract and concrete, iteratively changing the formed goods. The game facilitated this partly, by the different game elements like the patterns: concrete images where participants could relate to, or abstract terms they could describe their ideas with. Participants become reflective on their views on reality and ideas are adopted by framing and reframing. In this way, conversations become a powerful tool for change.

In this research, the dialogical approach is facilitated by play: as dominant communication patterns had to be overcome and learning should be stimulated. The rules for interaction facilitated the dialogical approach, and created a space that was free of prejudices and dogmatism. The spatial patterns as game element supported the openness and the explanation and exploration of new ideas, despite the complexity of the case.

Furthermore, the designed dialogue was framed by reality, which was needed to "keep the feet on the ground", to give constraints in what is possible in (content) and about (principles and enablers) the dialogue.

The output of this social learning process causes change for both parties: the citizen is not only heard out fairly, but also realises that there is more than one truth [>/]; the urban planner learns about the multi-subjectivity setting where he is part of and where he has to deal with. As he now knows the different sides of the multi-subjectivity setting, he has gained legitimacy to make choices, as all options can be weighted and considered.

It is in the distinctive skills of an urban planner to translate all abstract notions to concrete design choices or concrete wishes to abstract values, represented in design. In this decision making process, he is looking for promising combinations between what is said (not just copying it directly), but also leaving things out, combining and selecting, using the comments of the participants, but also his own expertise and previous experiences. Rather than focusing on consensus, an urban planner now has legitimacy to make design choices, a more realistic process.

The game enables a conversation with an open and vulnerable urban planner (and participants). This contributes to a conversation as iterative design process where the urban planner builds legitimacy to make design choices for the redevelopment of the urban node in Delft, The Netherlands.

PROBLEM STATEMENT — **organised frustration**

daily reality of practioners

RQ: how to help the planner to come there?   research into the gap between

idealism of dialogue

FOCUS ON SUPPORT AS OUTCOME
organised for the wrong intentions
trying to confirm opposite views
not skilled in handling the conversation
wrong expectations from both sides

dialogue, facilitated by play

OPENNESS
for change and
new realities
&

input
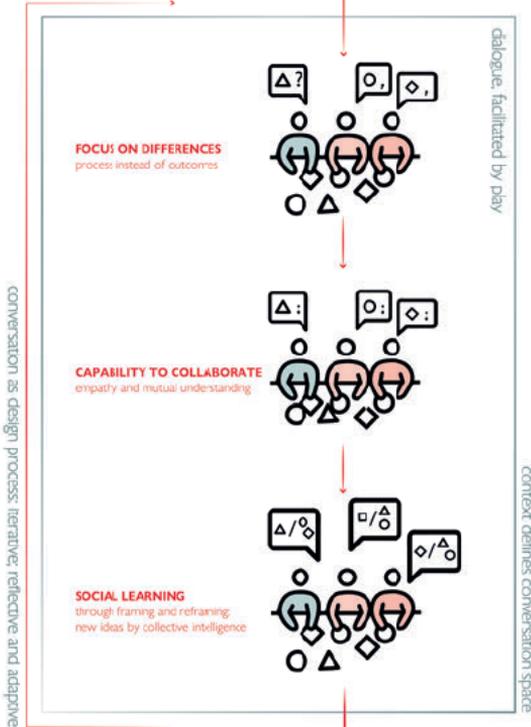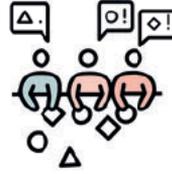
VULNERABILITY
to present self and get
feedback and new ideas

FOCUS ON DIFFERENCES
process instead of outcomes

conversation as design process; iterative, reflective and adaptive

context defines conversation space

CAPABILITY TO COLLABORATE
empathy and mutual understanding

SOCIAL LEARNING
through framing and reframing;
new ideas by collective intelligence

PROJECT AIM — **productive dialogue**

LEGITIMACY

to make choices, as
design is making
choices: leaving things
out, combine, select.
= more realistic
outcome, than finding
consensus together

output

LEARNING
to come out
differently,
than you
came in

urban planner
learns about
**the multi
subjectivity
setting**

citizens feels
heard fairly +
learns about
**not only
one truth**

FINDING PROMISING COMBINATIONS
translating, going from abstract notions
to concrete design, making choices
(= skill designer) ≠ literally copying ideas!

PART M – DISCUSSION

CONTENT PART M

Now conclusions are drawn about the research results, it is time to put them in perspective. Within this thesis three products are generated: a framework, game and spatial design. Since no appropriate model existed for participatory tool design, these products all got their limitations. Therefore, this part reflects on the conclusions with a critical view. This discussion chapter will follow the structure of the rest of the report: first, it will discuss the used theories. Thereafter, the research design and its methods is discussed in part M.2. In M.3 the three outcomes of the research are considered: the Dialogue Framework, the Dialogue Game and the spatial design. Lastly, some implications are listed; what does this research mean for the wider context and what is advised to professionals.

Every subpart tries to pursue the following aspects per point: discussion of why certain choices have been made, the reliability and its limitations, discussion of the results, what the results and their discussion contribute to practice and research, and final recommendations. For this, the methods "literature study" and "position paper discussion" are used. The last method contained a discussion with an urban designer with a background in communication about a position paper which statements come back in part M.4. The position paper that was written prior to this conversation, is attached in appendix xv. Only the last part, part M.4, deviates from the structure of the other subparts, since this part contains new considerations, resulting from the findings of part M.2 and M.3.

part M.4 zooms out on the project: a critical view on the role of the urban planner, the use of participation and how architectural education should respond to this. If we move away from consensus building towards a more dialogical approach, as proposed in the conclusion, communication designers are entering an ambiguous field. The author states what is needed for urban planners to facilitate a realistic but rather relational interaction with the public.

M.1 | DISCUSSION OF THE THEORETICAL FRAMEWORK

In order to answer the first two research questions and provide a solid basis for this research, a theoretical framework was developed. This was done in two phases: the first phases resulted in a paper about productive dialogue in collaborative planning and its outcomes (in this report in part B. 5) as a requirement for the Urbanism degree (full paper can be found in appendix i). The second phase consisted of a theoretical deepening for the Science Communication degree, which resulted in extra perspective on human interaction, the multi-subjectivity setting in which conversations take place and how the transformative power of conversations can bring around change. Thereafter, the last section defines 7 important enablers for productive dialogue, which served as input for the expert interviews in part D. As many conclusions are based on those two parts (part B and D), it is important to discuss the underlaying theoretical framework. Therefore, this subpart reflects on the framework as a whole as well as certain theories used in this thesis.

M.1.1 Focus on conversations for change

To understand the purpose of interaction in participatory processes, the perspective of conversations for change was taken. From this perspective, conversations were considered as moments of framing and reframing participants' views on reality. Changes in these views become visible through the interaction. These changes in conversations were seen as niche innovations, as they could influence regime level actors – when well executed. The understanding of the urban planner was vital here, as he is the one that translates change to higher levels, where he represents the other stakeholders.

The assumption, however, of the action afterwards is then made. How these conversations are embedded in larger change is not described in the framework or incorporated in the game. The assumption is made that action will be taken afterwards but, as was stated in the spoken word of Derek Otte:

> "But if we keep the conversation alive, I keep on believing, as: DOING will always follow from talking and listening. If we do things in smaller scale, will the bigger follow. I don't achieve much on my own and I do less about it. It may sound a bit weak, but I know how STRONG we are TOGETHER."
> (Otte, 2017)

But as also noticed during the design of the spatial plan, I, the designer also noticed that the outcomes of the conversation are easily forgotten. They bring around change, as the urban planner and all the participants came different out of the conversation, but the impact of change is questionable, as well as the resonance of the participatory conversations.

Next to that, what the relation between micro and macro change is and how that creates a window of opportunity that pressures the higher institutions stays out of the picture, as this was outside the scope of the research. How would these conversations be presented at higher regime levels? And what kind of influence does the urban planner really have (formal and informal)?
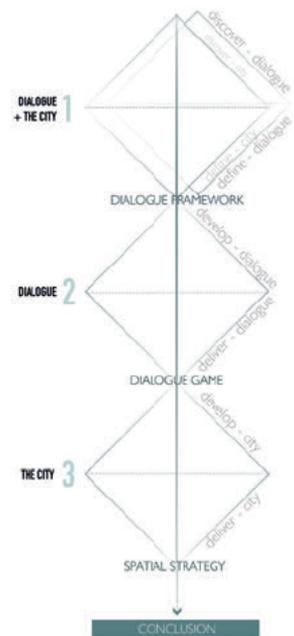
Figure M.1.1 Part M is in the final step, after the three diamonds. Source: author

literature additions   position paper discussion

Figure M.1.2 Part M methods. Source: author

¹ ... Maar houden we het gesprek in leven, blijf ik geloven want: op praten en ook luisteren, zal DOEN altijd volgen. Als wij doen in het klein, zal een grotere morgen volgen. In m'n eentje bereik ik weinig en daar doe ik nog minder aan. Klinkt wellicht wat ZWAK maar ik weet hoe STERK we SAMEN staan.

M.1.2   Focus on differences

Next to that, the focus of the dialogical approach and therewith its focus on differences, influence the course of the conversation process. As predicted, that can lead to new ideas and unusual learning – as we tend to avoid conversations with dissenters – which happened during the game. On the other hand, the differences in views can cause – as it often does in practice, in a less safe environment – cause misunderstanding, frustration and conflict (Wenger, 2000). As also stated in the problem field, a frustrating participatory process can do more harm than good. Following that logic, one must be careful with the focus on differences and be well prepared for a proper dialogue.

However, when looking at social learning theory, these differences in experience and views between the actors in the game are considered beneficial for learning (Wenger, 2000). But still "a certain common ground is considered to be useful or even necessary, to create a generative tension, in which effective collaboration can take place" (Wenger, 2000). In the game and in the research, the influence of common ground versus differences is not specifically considered, but this could be an interesting point for further research .

M.1.3   Dialogical principles and the enablers

As this research tried to close the gap between the realism of practice and idealism of dialogue, it tried to operationalize the rather abstract notions of dialogue in principles (still abstract) and enablers. This process resulted in 8 enablers and many constructs, as shown again in figure M.1.3.

However, as no comparable framework exists, this framework was built from scratch, which introduces some limitations:
* The enablers are not all coming from the same fields of research, so they may (partially) overlap in their definitions
* Since the enablers come from different research fields, they differ from each other in terms of abstractness. Therefore, they cannot be compared to each other.
* Furthermore, the enablers are not gathered systematically, as the research that led to them was an exploratory research. A more systemic literature review could therefore result in a more complete list of enablers.

Such a framework is needed in practice, as practitioners are perceiving the conversations with citizens as a 'black box' (Bleijenberg, 2014). The goal of this exploratory research was to give these practitioners practical handles to start organizing the dialogue. The framework developed in this thesis is a first step to reach this goal.

Therefore, this framework cannot be used as a checklist: the dialogue is much more complex than that If this framework is used as a checklist, the dialogue would lose its dynamics. This framework merely helps planners to see if dialogue is appropriate at all, and gives them handles to facilitate it.

Important here is - if the conditions for dialogue are not all met – to be honest about it: both to yourself as organizer of the dialogue (to know what you can expect) and to the participants of the dialogue. The Dialogue Framework is build up from a certain idealism. In practice, there will always be context factors influencing the perfect state. In this way, expectations about the course and the outcomes of the dialogue are managed, which creates a more fair and open conversation.

M.1.4 Recommendations for further research

Before the outcomes of this research can be used in other situations, further research is needed. The conversation in collaborative planning processes is very precarious, and many factors may influence its success. This research could only tackle a few. During the research, insights were gained on which other topics would be relevant to investigate:

A social learning perspective
When talking about social learning in the previous paragraphs, it came to mind that taking the perspective of social learning would have been an interesting point of departure for the game design. The differences in realities and how conversation can bring about change were important starting points in this research. However, during the research, the aspect of learning become more and more important. Especially combined with the differences in viewpoint, one could look into the concept of boundaries (of each ones knowledge) and social learning at these boundaries (Wenger, 2000).

Figure M.1.3 The Dialogue Framework (as presented in part D).
Source: author
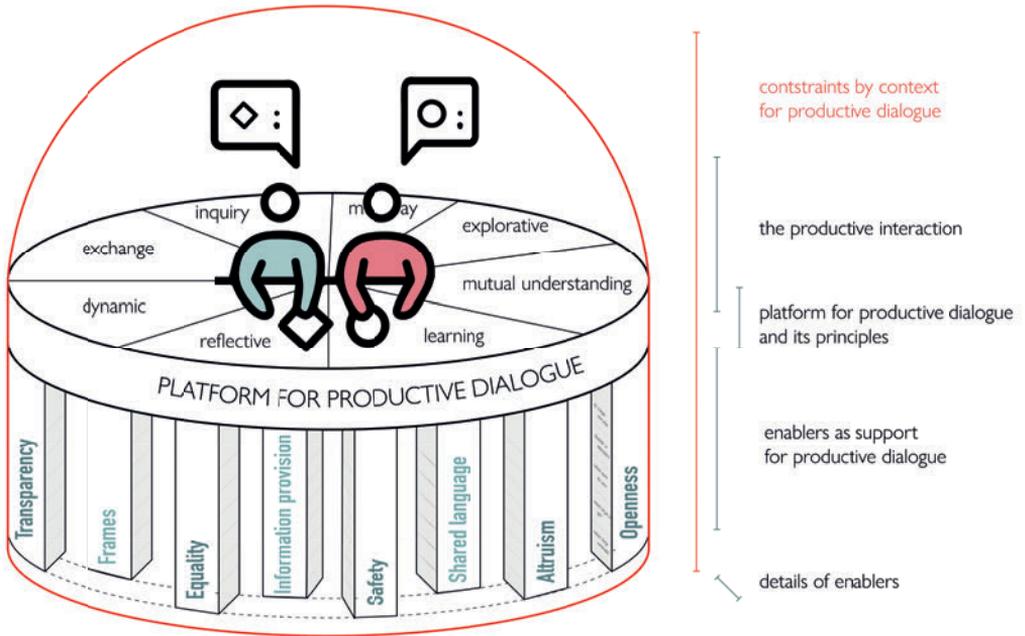
The past of conversations

This thesis looks at conversations as part of change, but it also became clear that not only in conversations change is made, but also through: the past influences the present-day conversations, through peoples' experiences, history and social norms (Massey, 1995). People see the present with eyes from the past. When making decisions on how to design conversations for change, this past must be studied as well. Therefore, methods for the socio-historical context are a recommended topic for further research.

In- between conversations

As a set of interactions, like a heartbeat, is the advice in part K.6, conversation do not happen in isolation. In most participatory processes, conversations follow up on each other. That is why they also should not be researched like isles. When researching dialogues, you should not only focus on the interaction itself, but what happens before, in between or after as well (Bleijenberg, 2014). People's mental models – where are they coming from and what is their past experience – determine the decisions they make. As Kim and Kim already stated, the power of the everyday political talk – the talk in between conversations – is more influential than the actual conversation (Kim & Kim, 2008). People make sense of the conversation afterwards, by processing it and thinking it over, sometimes by discussing it with people who did not attend the conversation. That is why, as stated in part B.3, the end of conversations is mostly not the beginning of the next. For the scope of this research, it was not possible to organize a set of games/ workshops and study what happens in between with the understanding of the participants and urban planner. The influence of this every day talk, is an interesting starting point for further study.

After conversations: making change

Lastly, it is important to look further at the future of the conversation. How is the actual change made by a conversation on micro-level translated to macro level, from urban planner to institutions and policy makers. In this thesis it is stated that the potential of change making is there (niche innovations), but how that resonates towards higher structures is not studied (Geels & Schot, 2007)

M.2 | DISCUSSION OF THE RESEARCH METHODOLOGY

M.2.1   Design Based Research

The Design Based Research approach was chosen as the project was very complex of nature. Instead of analysing that complexity endlessly and coming up with a partial solution, the DBR methodology facilitates learning something about the complexity of the situation by acting. Rather interesting is the fact that the conclusion of the research reflects that approach as well: in a dialogue, people undertake a joint inquiry for solutions which are appointed to a specific situation. It requires a different attitude and behaviour on the part of the planners: from an all-knowing rational planning to a joint, pragmatic search (van der Specht, 2012) .

Although Design Based Research was a suitable approach to this topic, this methodology has its limitations as well. The overall research approach of Design Based Research can be questioned, as the different outcomes of the research that build up on each other, are not (extensively) validated. For example, the Dialogue Framework which is developed by using a combination of theory, interviews and observations, is not validated as such. This unvalidated framework is subsequently used as basis for the game. Therefore, the game might be based on a framework that is not entirely "true". As validation is a very lengthy and extensive process, this was not possible within the scope of the research. This limitation, however, must be taken in account when generalizing the research outcomes. The game itself is evaluated, but there are also remarks to make to its validity (does it measure what it needs to measure?), because the survey and evaluation questions that were used to evaluate the game are not based on tested survey questions. That makes this research a rather exploratory study, to set the first steps to close the gap between practice and theory. With the Design Based Research approach, the thesis took the hypothesis of the dialogue as central starting point: not everything of that worked in practice, but it certainly led to new insights and to topics for further research.

Despite these limitations, the DBR methodology was suitable for this research. Following the Design Based Research approach, a certain interplay took place between research and design, but also between theory and practice, which helped me to identify the "theoretical blind spots from a practical point of view and practical blind spots from a theoretical point of view" (Sanden & Meijman, 2012). Abstract findings from theory were concretized in practice by the design of a game (an evidence-based prototype), which enabled me to reflect on the theoretical and practical findings. The continuous interplay between research and design, generic notions and concrete examples in practice, resulted in an iterative process of developing the different outcomes. That process of going back and forth is used in all parts of the thesis and in this way new knowledge was created.

To name the last limitation of this research approach, the methodology used to come to the final game design may be too lengthy for practice. Therefore, it is important to consider which steps are essential to take when designing other dialogues. A similar approach to design a dialogue like this, would be too elaborate for practice every time. More interesting is, how this game can be remodelled or which elements have to be replaced, so it would it be interesting to use it in other contexts. The influence of other situations

(project characteristics, phases, participants) on the game and game dynamics, however, is not studied, which must be taken in account in future development of the game for other purposes. Some recommendations are made for this remodelling in part M.3.2, where the game itself is discussed.

This thesis was about researching the gap between the communicative aspect in planning, which is criticized for being too idealistic about the role of interaction (Healey, 1992), and the current pragmatic approaches towards participation, in this thesis referred to as organised frustration. This question is tackled by a learning-by-doing approach, trying to harness its complexity by designing the interaction and reflecting on that. Currently existing research in this area mostly takes a reviewing stance on the face-to-face interaction between urban planner and citizen, while I think that this complex interaction can only be addressed in collaboration by doing, trying and evaluating (with room for failure). The Design Based Research approach facilitates this, but it is not easy to generalize the research, as its outcomes are designed for a specific context. Thus, some parts need to be altered first.

M.2.2 Methods

As is described in part C, the dynamic interaction of humans is complex. Properly studying that interaction is complicated, since many factors influence the behaviour of people in the interaction. Among others, this causes many research methods to have multiple limitations. In this research, this issue is addressed by using a great variety of mix-methods. However, still not all restraints can be overcome. In this subpart, the most important restraints are described.

The first comment is regarding the method 'conducting interviews', as this method was important for the development of the theoretical framework. A set of interviewees, consisting of urban planners and communication experts, was asked to reflect on their experience with citizen participation in urban development processes and on the role of dialogue and mutual understanding in these processes. However, as the interaction between urban planner and citizens is dynamic and different in every situation, their experiences might not be sufficient. Although on some point information satisfaction was reached, the sample of this group may have been too small.

Furthermore, the reliability of the dialogue observations is questionable. A log journal was kept, but because of the inexperience of the author, these notes were very structured nor was every observation done in the same systematic manner. A systematic structuring of these notes was also difficult in practice, since the observations were spread throughout the whole year. When discussing these observations half-way through the year, it was concluded that a framing analysis would have been a good methodology to analyse the dialogue observations. However, that was outside the scope of this research.

The last method to discuss is the use of street interviews and street observations. Due to a lack of time, these interviews and observations were not done systematically. Therefore, their results are not systematically

documented (e.g. what happened on what moment of the day in which type of weather, which kind of users are spoken to). However, as the goal of the site analysis was to get a sufficient understanding of the place and not per se to do elaborative studies (e.g. flow analysis or Space Syntax which would have added up to the street observations), this did not have the highest priority in the research.

All together the great variety of methods delivered a lot of input. However, more input is not always better, as on some point during the research the overload of non-equivalent data created more chaos than useful input. Due to the great amount of data, it was hard to focus within the Dialogue Framework.

M.3 | DISCUSSION OF THE RESULTS

This subpart will discuss the three products from the three main sections of this research: the Dialogue Framework, the Dialogue Game and the spatial design. They followed up on each other's outcomes, as showed in figure M.3.1 below. This part will evaluate the three products in this sequence. For each product, it is discussed why they are made, their limitations, their contributions and final recommendations.

M.3.1   Outcome 1: The Dialogue Framework

The Dialogue Framework was the product of the first section; this framework represents the findings found in literature and practice. It defines what productive dialogue is and lists principles and 8 enablers, that support getting towards productive dialogue. In this way, the framework provides guidance in designing the dialogue.

When looking from a theoretical perspective, one can be critical about the composition of the Dialogue Framework. As there was no framework about productive dialogue and mutual understanding for collaborative planning, this framework had to be composed by the author. This was done through literature research (snowballing) but it is not a validated framework where it is proven that the concepts work together as a consistent whole. In order to (partially) overcome this limitation, different expert interviewees were asked whether this list was complete, and if not, what they would like to add.

Regarding the choices within the framework, after the context and stakeholder analysis: a focus was set by reasoning from the different context specific analyses, in order to come to a comprehensive list as input for the design brief. Focussing on all enablers of the framework and all its details was not possible, as it would make it difficult to make decisions during the design of the game. During the game, however, it became apparent that the enablers that were not taken into account in the design brief were still of great relevance and these were lacking in the final design of the game .

Dialogue is a precarious sort of talk and very complex. The framework does not represent that full complexity and dynamic, and therefore it may be used by the inattentive reader as a tick in the box. The system is elusive and because of that, municipalities try to come up with a fixed work form to tackle participation, which I criticised in Delfts Doen. However, the Dialogue Framework might do the same thing: an attempt to give handles to deal with this slippery topic. Sometimes, the focus was more on the parts of this framework, rather than on the complete dynamic of the dialogue, which also reflected in the evaluation of the game in part I.6.

Because dialogue is such a delicate art, using the Dialogue Framework does not mean success is guaranteed: there are so many aspects and even with good intentions, one can easily do more harm than good. Dialogue takes time and effort, and moreover, it focusses mostly on the process, which does not guarantee anything about the outcomes. That would be the criticism to such an approach: what is the use of focussing on dialogue, as it does not promise any outcome or progress?

The first outcome of the research, the Dialogue Framework, is a generic framework for dialogue in collaborative practice. It states 8 main enablers and many constructs to pay attention to when designing face-to-face interaction with the public. However, as stated above at, the framework is not validated and therefore cannot be copied exactly. However, it may give practitioners more guidelines for designing interactions with the public.

M.3.2   Outcome 2: The Dialogue Game

The second outcome - the Dialogue Game - was designed to see how a specific tool for the specific context of Delft would influence the conversation between urban planner and citizen. However, the way this game is designed and used has its limitations. A first important point is the influence of the selection of the participants. Almost all the participants were acquaintances of the researcher or found through her network, which might made the participants more polite or willing to participate, which may not represent a typical participant group. However, the participants did not know each other, which made sure that the same kind of 'awkwardness' was there during the game, compared to a normal participation night.

What is more, in the selected group, the ratio between civil servants from the municipality of Delft was quite big to the ratio of citizens and other stakeholders. As they were dominant participants in the conversation, this might have influenced the behaviour of the other participations and thus the outcomes of the game. Nonetheless, the game did make sure that everyone still had the chance to speak up, which minimized the dominant influence of the municipality.

Generizability
The Dialogue Game "Het Optiekenspel", is specifically designed for the context of Delft South Station. To use the game in other neighbourhoods, the game should be adjusted. First, the list of patterns is context specific. For instance, the two "Wonen bij het station" cards about diversifying monotone neighbourhoods, are specific to the WOII neighbourhoods of Tanthof and Voorhof. Another example is the patterns about Transport Oriented Development, which are – obviously – not useful for other neighbourhoods where there is no (metro)station. Thus, context specific patterns have to be developed which is a design step that should be taken for every context.

The same goes for the urban themes. Although they were perceived as quite general, they were directed at the specific problems of Delft South, which became clear from their sub goals (which were less striking during the game for the participants). An analysis of the context has to be done before the game; from such an analysis, the spatial themes can be identified.

The above mentioned aspects were the rather easy adjustable parts of the game. However, some context specific elements which were of importance prior to the game concept design, are less easy to adjust. The Delft political context proves to be a highly careful and hesitant environment (not stating things as they are) and there was not a high trust among residents and business. Especially in this project this was the case, as the project got off on the wrong foot. Therefore, trust was something that got extra attention in the design phase. In other contexts, however, there may be other parts of the Dialogue Framework that are of more importance and deserve more emphasis in the game design, which may result in different game elements.

The dialogue principle is directed at the exploration of the differences in reality of the participants. However, the question is whether that is always possible in every design step. This was also questioned by one of the interviewees. Towards the end of a project, there is less flexibility in the plans, which makes for instance the usage of patterns nearly impossible. Nevertheless, the game focusses on having a productive conversation, which could always be the focus of the interaction, independent of the project phase. This results in a smaller focus on the outcomes, but more on the process, which also resonates with the idea of procedural justice, as described in part D.5. Participants do not care too much about the outcomes of a participatory process, but more on how they perceive they are threated and if their comments are taken seriously, and if they see that back in the communication afterwards (transparency). As an expert interviewee explained it:

"And then it is not so much about the content for the participants but [...] it is more about that procedural justice. How do you make sure people feel pleasant and treated fairly [...] and that there is really listened to then and that it was not all for nothing."

Expert interviewee (NA)

Looking back on the game, this "productive conversation" did take place.

[1]   *En dan gaat het niet zozeer om de inhoud maar [...] die procedurele rechtvaardigheid, hoe zorg je dat mensen zich prettig bejegend voelen en dat ze ervaren dat er echt geluisterd is [...] en dat het niet voor de bune is.*

Recommendations for tool development

Lastly, in this subpart an advice on the implementation of adjustments is given to the different parties that are interested in the game. The final version of the game in this thesis is the third prototype of the concept and still needs to be further developed before it can be used in practice. Some recommendations for further development of the game are given below:

- Game board: it was not clear what the analysis of the spatial context needed to say in the upper corner of the game. It should be more clearly stated what this analysis has to do with the goal of the game.
- Pins: currently, the pins were used irregularly during the first round of the game. It is important to clearly explain when the pins should be used and how to use them. Furthermore, it is important to be transparent about what they say and what is written about them in the observer booklet.
- Participant boxes: in order to create more rest for the facilitator, the facilitator should have a box similar to the participant boxes. In this way, the observer can better focus on the conversation and listening.
- Lastly, the patterns can be more diverse as some patterns were overlapping. This does not contribute to the idea of a multi-subjectivity setting. Following that logic, the use of jokers can be better explained, so participants can bring in their own ideas and reasoning.

Most importantly, starting from the notion of social learning, it would be good to have a reflective round on the end. Since social learning takes place during the different rounds, it would be good to have a more reflective end to the game, where the learnings can be made more explicit. This was an idea in the ideation phase of the first prototype, but because the game should not be too lengthy, this was taken out. Reflecting on the final prototype, however, could add up to the change that is made through the conversation.

It is ironic that in the current context of the Netherlands participation has become a goal on itself, as named in the introduction of the thesis (part A). In this thesis, again a tool is designed – becoming a goal on itself. Therefore, it would be good if the next version of the game would describe when and where it could be used, and what has to be done before using it, as many factors for proper dialogue are dependent on other aspects than the ones covered by the game itself (e.g. flexibility in the plans).

Relating to the previous notions, the reflective character of the game could be improved, but not only to be reflective at the end of the game or to evaluate whether to use the game. It would also be interesting to ask the urban planners/organizers what they would like to learn from the participants before they start, so that they have a clear goal in mind. This would contribute to their openness and therefore receptivity to learning.

As this research found that mutual understanding is an important part of dialogue, the urban planner/facilitator should also give some things away from his opinion, as the social learning goes both ways. The participants themselves also have to learn that their opinion is not the only one. In the

current version of the game the urban planner does not take part in the game itself, since his/her opinion should not influence the openness and safety of the participants.

Next to the game board, the aesthetics of the game can be altered to put the multi-subjectivity setting more central to the general feel of the game.

Although the success of the game is highly dependent on the facilitator, the last prototype of the game did succeed in providing a situation for open and respectful conversation, where participants and urban planner learned from each other and where participants felt heard. This is more and more important, as the Netherlands is increasingly densely populated which means that urban development always has to do with many stakeholders and opinions, where an open and respectful conversation is crucial to manage all their realities.

M.3.3 Outcome 3 - The Spatial Design

The last and third outcome, the spatial design, is based on the output of the previous product and serves as an illustrative case to see whether dialogue indeed contributes to the design process. Therefore, the focus in this discussion is not on the (technical details of the) design itself, but rather on the design process.

The usage of patterns

Spatial patterns were used throughout the design process, while there was no theoretical deepening about the usage of patterns. Originally, the use of patterns comes from the idea of structuring a complex system as a spatial design, to smaller imaginative sub-solutions, as explained in part H.4. Instead of having to choose between alternatives – where you do not know exactly why someone chooses a certain image, as an image says more than a thousand words - participants can choose for sub-solutions they see as fitting for the area. According to the evaluation, the game helped the participants to express their wishes in this way.

A big variation of patterns is used and participants framed and reframed their choices of patterns in such a way that it was clear why they chose a certain pattern and why not. However, during the design these patterns were not always used. During the evaluation, participants indicated that they might be disappointed if their patterns will not be realised, since this makes them feel like their wishes are not granted or even heard. Nevertheless, this is a matter of expectation management and transparency, which was lacking in the game, but does not negate the usefulness of the patterns. The pattern language was useful, as it gave the urban planner a lot of freedom to create a first vision and thereafter design. As the patterns helped the participants to describe a certain atmosphere, the urban planner could design with that, but also easily look back at the (sequence of) chosen patterns for concrete examples.

The usage of tools in general

Therefore, the game was a helpful conversation starter to question the participants and get more information about their reality. However, the game

could never replace a (trained) facilitator, as during the game it appeared that a skilled facilitator still is very important. The game provides guidance to this facilitator and facilitates an open and respectful conversation, but in the end this interaction is dependent on the willingness of the participants. The game might help to some extent, but it can never replace the needed empathy and sincerity.

I think the facilitator of the conversation itself should be the urban planner, although many communication professionals in the experts interviews advised to hire a professional. The urban planners from the expert interviews thought it should be an urban planner, as only then he gets all the input which is needed for further design. That is also my opinion, as I think that the urban planner is the only one who knows which questions to ask and the things he still needs to learn.

Nevertheless, the communication professionals were right about the fact that this facilitator/urban planner should have a certain set of communicative skills. It is important that the urban planner is reflective and is honest about whether he/she can fulfil that role.

Promising combinations
In general, it is important to consider whether the urban design did improve and whether the gamewas productive? Where did I follow, translate, see promising combinations or put information aside? Did the game and its outcomes help me to make choices in the dilemmas of spatial design? The game generated input on various interesting points, not only regarding problems that were already (partly) known to the urban planner, but also regarding daily use, how people use the area, the sentiment and atmosphere of the area and the "oddities": things you'll only find when living there for a longer time. The question is whether all this input helped to make a more "comprehensive strategy for urban development ".

Not all comments are used, obviously, as participation is not about proving everyone is right:

> *"Because in the end, people give you input, but it is never translated that literally - or almost never - because you have to look for those promising combinations that they have not yet thought of. […] And you can also be quite stubborn about it, but you need a certain ego for that – or call it craftsmanship, self-confidence – which means that you can also put forward proposals whereof you think are better, deriving from your own knowledge and experience. "*
> Interviewee, position paper discussion

In short, designing is about making choices, so some information has to be put aside. Making those choices and translating the different utterances is never neutral, as the translator does not passively pass through (van der Specht, 2012, p. 203). This is comparable to translating with language: one gives meaning to what is said in the other language, and translates it to one own's interpretation of what is said. It is very difficult to translate something neutral in spatial planning, as the urban planner will always have his own frame of reference. This is important to realize when communicating the

outcomes of a meeting back to the participants.

The most obvious example of that in the spatial design is the shifted focus from the Northwest square to the Northeast square. This was not only derived from own follow-up studies, but also because here a promising combination was found. The research started with the fact that the choice for the new name of the station, Delft Campus station, was peculiar, as the TU Delft hadn't shown any incentive to improve the connection towards the station and therefore, inhabitants of Voorhof an Tanthof felt passed over. But as the research indicated that this square should be more important, also following the focus on a logical and pleasant route (derived from the participant workshop), a combination was found in transforming this square as a new entrance of the TU Delft campus and the Schieoevers. Although this choice contradicts some utterances during the game, it does react on it by finding a promising combination.

A more concrete example of using or putting aside the participants comments, is the usage of patterns. Some of them are used literally, like the pattern "Adding program under the highway" and "Green structures" [connections to the hinterland], but others are translated by the designer. An example is the pattern "building without assigned use", which would not be easily realizable and not favourable. However, this has translated in making adaptive buildings, for example the parking places within the residential towers of the South-western and North-western squares, that can be transformed in workshops or offices.

New insights – design thinking as problem solving method
Through the process of designing you discover new problems. By alternating between abstract and concrete, (design) problems are found, solved and made explicit. Making these problems explicit is the power of the designer and he/she can subsequently present these problems to other stakeholders who can react.

In the design process, this became most apparent when drawing the routes after the workshop. During the workshop, the participants mentioned that the side where you park your bike will be the most busy one. Especially with the new tunnel, this will be at the East side. However, because of my research and my own framing, I always focused on the two Western squares. Although the participants did not mention that the East side could be a possibility as a lively square – I do not think they would imagine that, regarding the current situation – I made a flow analysis and prediction of the future users, which resulted in an immense increase of users on the East side, and a decline of cyclists on the other side. By drawing the possibilities for smooth and pleasant routes, as stated in the vision at the end of part J, it meant for the design that the focus – for the "busy" square - moved to the Northeast square.

Influence of participants
An important question is how much influence participants really have, since not all comments of the participants are incorporated in the design. The answer is ambiguous, as the choices are made with their comments, but the

designer saw promising combinations in combining an abstraction of their ideas towards concrete design solutions. These solutions are maybe not what participants necessarily envisioned.

How much influence the participants eventually have depends on the urban planner and requires the urban planner to listen carefully. For example, during the game one participant was strongly against the concept of pocket parks, but when asking about his considerations, his problem was not with pocket parks, but with the use of pocket parks instead of real, qualitative green structures in the city. In the end, he even admitted that he might find a pocket park enjoyable.

Nevertheless, making the transcript and thereafter the summary of the game was quite a lengthy process, which made it easy for me to remember all their comments. I can imagine that this method would be too lengthy in a real-life process which may cause the urban planner to easily forget things that are said during the workshop. You tend to lose those comments to the back of your head and then your own ideas start to dominate. An advice would be to improve the way of minute taking of the observant, facilitated by the observant booklet, see appendix x, which should make it more easy to summarize the meeting and use certain quotes.

<u>The design as illustration – lessons learned</u>
The design as proposed in this thesis is just a proposal of how Delft Campus station could be developed. In this study, new questions and problems arose, which served as input for the advice on how to improve the process and on engagement strategies. In this way, the design was an illustration of how the project could evolve when using such a productive citizen participation method. Therefore, the design itself was not the most important outcome; the reflection on the process was even more valuable. So in reflection, I think that the game was a productive method of gathering insights from different actors, which may normally be not so articulate (in comparison with other stakeholders like developers). But most importantly, something that I really personally experienced, was the fact that it increased my confidence in making design choices. With every step I took, I could refer back to the participatory process and justify why I took certain turns. And when I did ignore certain utterances, I could argue that using other studies or referring back to the vision. As the game was played for the ambiance sketch of the place and not for the details, later in the process when the design got more detailed (in part K.3 Key projects), choices felt more 'random'. This is logical because the game did not go into that level of detail. Therefore, there it is advised to organise another meeting at that point. More reflection on this feeling later.

M.4 | CONSIDERATIONS + IMPLICATIONS

As already shortly touched upon in the previous paragraph, it is ironic that this report started with the critical notion that participatory processes in the Netherlands have become a goal on itself instead of being a mean towards better plans, while the result of this thesis is a mean for participation. Therefore, this subpart goes into detail on what this research means for the wider context: what does the dialogical approach mean for participation, the role of the architect and therefore architectural education?

M.4.1   Results of the thesis: product, process, person

In the introduction, current participation organizers were accused of focussing too much on the end product; either consensus or support, which eventually results in two sides that are both disappointed. This is referred to as organised frustration.

With the new environmental law, the focus suddenly shifts to the process. An important question is whether more conversations would improve the relation between citizen and planners or/and produce a better design process. This approach might be too idealistic, as the new environmental act puts participation as an important part of integral planning. In itself this is an appropriate statement, but experts are critical for a naive use of the new obligation for participation.

> *"So it is like, more participation is better. As an answer to everything, and if you implement participation plans will be great for sure. But this is completely unrelated to what quality it actually delivers? Is it relevant? Does it make sense?"*
>
> Interviewee, position paper discussion

The outcomes of this research showed that more conversation is indeed not necessarily better, "just as you do not solve a relationship crisis by talking more with each other, more face-to-face contacts between the government and the citizen are ill-considered" (Bleijenberg, Aarts, & Renes, 2014, p. 1). Sometimes, more conversation does not necessarily improve the process. However, with the new environmental act, governmental parties make it difficult for themselves, because dialogue is the new norm:

> *"Because dialogue is the norm. [...] As a government, you can hardly say that we will not do participation anymore. But there you have to be careful, because there are certain conditions attached to dialogue. It is not wise to enter into a dialogue in all cases. If you do it, you execute it well."*
>
> Expert interviewee (NA)

One of the conditions of dialogue is flexibility in the proposed plans, an open mind for new ideas and realities and non-strategic behaviour. However, this does not happen in current participatory processes: as the focus lays on consensus building or social support for decisions, current ideas are defended. It is not surprising that urban planners and city officials are not skilled in facilitating those conversations: conversations in collaborative planning often contain topics in which the various actors and citizens differ in opinion and usually people find it difficult to have a conversation with people with a divergent opinion (Sennett, 2012). We either avoid dissenters

[1]   *Dus een soort van, meer participatie is meer beter. Een soort antwoord op alles en als er geparticipeerd is dan is het sowieso goed. Dat staat dan helemaal los van wat voor kwaliteit levert het eigenlijk op? Is het relevant? Is het zinvol?*

[1]   *Want dialoog is de norm. […] Je kan als overheid eigenlijk haast niet meer zeggen, dat gaan we niet doen, participatie. Maar dan moet je wel uitkijken want er zijn wel bepaalde voorwaarden aan verbonden. Het is niet verstandig om in alle gevallen een dialoog aan te gaan. Als je hem aangaat moet je het goed doen.*

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                    PROCES
                     focus



PERSON                                    PRODUCT
 focus                                     focus
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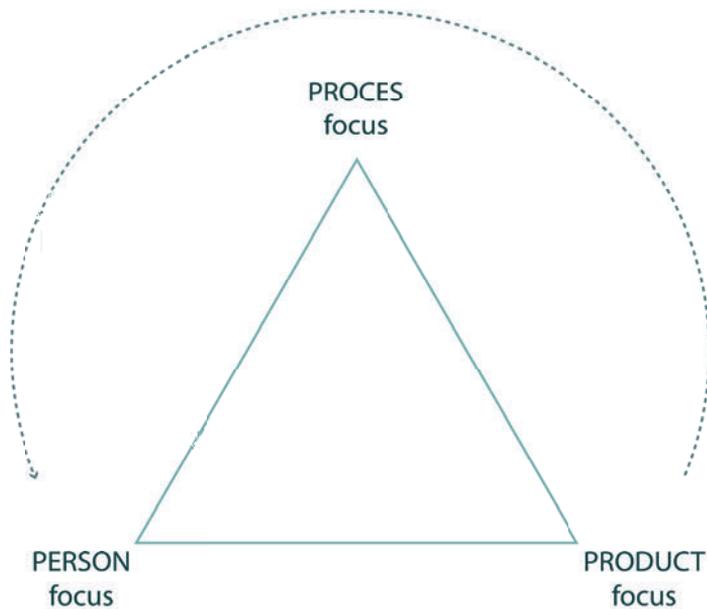
or try to conform them to our point of view and therefore, most of us lack the skills to have a constructive conversation with people who think differently.

Therefore, I state that there is a third variable: the person-focus. This thesis advocates a more relational approach with the public, where the focus lays more on the attitude of the different participants and planners. This delivers a triangle a shown aside.

M.4.2   The relational approach

The new role of urban planner does not mean that you are a protectionist of your own ideas anymore (product), nor that you need to have more conversations as a checklist. Rather, it means that you are an open and equal conversation partner, enabling a far more relational approach with the public. In a relationship honesty, transparency and empathy are basic values. They should be the basis of the participatory conversation as well: honesty about what is up for discussion and what will happens with the comments; transparency about the decision making process and how other actors influence the decisions; and empathy for the different realities all participants have. Likewise, being honest with each other also means not avoiding confrontation: in a relationship one should be honest when disagreeing.

When advancing participatory conversations with a relational perspective, flaws in the current interaction between urban planners and citizens are exposed. As mentioned in the introduction, the focus on consensus leads to conformist behaviour, while in a relationship forcing each other to comply to one's ideas would be just insulting. Just as in a relationship one would not hold information back about aspects necessary to make a decision.

Figure M.4.1 Shift in focus, coming from product focus, to process focussed (in the new environmental act) towards the advocated approach: the relational approach (person). Source: author

The participatory conversations must guide the urban planner in making a considered design, not the other way around. Conversations should be a part of getting towards a better design and not a goal in itself. The exploration of the various values is therefore more realistic than seeking for consensus in an unfamiliar group of people. Appeasing people does not contribute to a healthy relationship. On the contrary, stating things as they are and being honest about what happens with contributions adds to mutual trust and understanding. In this way, in the conversations in the participatory process both parties are treated more fairly and an open atmosphere is created.

This suggested person/relation approach entails leaving the "expectation management" of other stakeholders (process focus) and just to try to have an open-minded and sincere dialogue with each other. Then discussions are not anymore about the division of roles between citizens and governments anymore, but about quality of the relationship: proximity, equality, inclusiveness, open dialogue, honouring input and daring to seek for the tension and sensitivity.

It becomes a rich process with room for other worldviews and contradiction: governments should forget the idea that you can reach everyone and neutralize all resistance. These differences are crucial. In order to hear all these differences, however, the participation has to be organised with a diverse group of people, giving confidence that a broad sample of the society is addressed. Inclusivity is not researched in this thesis, but remains an important topic of interest when focussing on differences. Hearing the differences can be painful and evoke emotion, but it is essential to not hide controversies under vague policy language. The dialogue only becomes interesting if you talk to citizens about what hurts and hear the other sound.

M.4.3   Citizen as companion
If the citizen is approached as an equal conversation partner, then it is "what you give is what you get": If you want to manage people (e.g. manage expectations during an information night), they become dependent, demanding or rebellious. When you enter into a mature dialogue you can build up a reciprocal relationship.

However, this asks for a substantial attitude change from the urban planner: to be vulnerable and open up to new ideas and feedback. And admitting that you might not know everything. Acknowledge that as specialist, you can still learn a lot. You just have to ask . Approaching the citizen as specialist of the area, will contribute to the retrochronal relation which builds up in a dialogue.

However, this comes with a certain integrity on the side of the urban planner beforehand, as he/she has to realize and admit: this is something I do not know yet and I want to learn.

M.4.4   The dialogical learning process: as sharpener of ideas
Only then, a learning process will take place. In this research, this is done by treating the different views as a central point of the conversation and

seeing those different views as valuable instead of threatening. This dialogical approach is an exploration of different points of view in order to come up with new ideas. The goal of the dialogue is therefore not to stop a decision, to be right or to express one's own truth. Only by exploring the problems with each other, taking into account each other's wishes, interests and pain points, and by respecting others' knowledge and experiences, complex problems are solved (van der Specht, 2012).

This process of exploring different views is a process of social learning where people give meaning to reality (Aarts, 2015). Everyone has their own reality, and only by exploring those different realities we can find an approach to a shared reality, which is formed by conversation: the dialogue as sharpener of ideas. And vice versa: the way in which meaning is given to a situation forms the conversation, and subsequently influences what happens next in reality. As Ford explained "Realities are constructed and maintained in and through conversations" (1999, p. 483). By means of framing and reframing, participants form a new approximation to reality.

This social learning process is a process of discovering and failing together. Designers find it difficult to be open to that, to have others who are not in the urban planner profession. While it is about this mutuality: not only the designer is learning from the citizen, but that citizen can also be taken along the way of thinking as a professional: then both parties will benefit from each other. Both contribute something that the other person does not know.

The focus is on having a good conversation which facilitates learning, which could be the focus at any phase of the development process. In fact, it may be of even more importance later on in the development process, as later in the process there is less flexibility, so it is more difficult to explore different views together .

M.4.5 Making choices with integrity: legitimacy and professionalism

In this social learning process it is essential that the designer puts his own opinion aside and hears the participants out. This is difficult, as designers create professional opinions through research and experience, which causes them to identify with their own ideas. So when someone disagrees with their ideas, it can feel like an attack on their identity:

> "... because our opinions, our ideas and so on, are part of our identity and if someone says 'I disagree with you', we feel it as an attack on our identity. That goes through the heart of people. You can also see it in the brain. Research shows that if I say something and you don't agree with it at all, then some sort of red traffic lights will light up and try to keep that information out ."
>
> Expert interviewee (NA)

Letting go of our own frame of reference is something that urban planners generally find hard to do, even when they did not make a first sketch yet, as their reality persists already in their head:

> "Letting go of your frame of reference – because, in the end that's

¹ Het loslaten van het referentie kader - want dat is het uiteindelijk - daar heeft iedereen weer moeite mee. De ontwerper heeft dan een nog groter bord voor zijn kop als hij zijn eerste tekening heeft gemaakt, maar laat hem dan eens zo wijs zijn dat hij die tekening niet maakt, dan nog heeft hij moeite om dat referentie kader los te laten. Dit vind ik nu niet mooi dus dan zal je hier wel niet gelukkig zijn. Ehm…. Nee' .

¹ Want uiteindelijk, mensen geven je input, maar het is nooit dat dat letterlijk - of bijna nooit - maar omdat je juist naar die kansrijke combinaties moet zoeken, waar ze zelf nog niet aan gedacht hebben. […] Maar zelfvertrouwen [om keuzes te maken] is wel nodig, want je wordt gevraagd als expert. En het is een beetje dubbel, want je hebt vaak ook de rol dat je dat [wat je vraagt] moet weten. Maar houding is daar wel heel belangrijk in.

¹ … Maar dan ben je eerlijk over de invloed en ook hou je zelf wel in die zin regie op overstijgende kwaliteiten. En dat is denk ik ook wel je rol als ontwerper. Je hebt […] eigenlijk super veel invloed, omdat je wel bepaald wat je voorlegt en wat je laat zien en met welke tekeningen. Want als daar al een grote toren op staat in een render, of een schetsje. Dat maakt allemaal heel veel uit. […] Dat is eigenlijk je persoonlijke integriteit.

what it is - everyone has trouble with that. The designer has even a bigger blind spot when he has made his first drawing, but then, let him be so wise that he does not make that drawing, then he still has trouble releasing that frame of reference: 'I think the place as it is now is not great, so it cannot be that you are happy in this situation', that's the thought. Ehm… Nope."

Expert interviewee (KB)

So the attitude of the urban planner has to be different. First of all, it is important to be open and vulnerable, for example by showing your first sketch and asking for feedback. Secondly, it is important to be reflective and ask yourself: what do I know and what do I want to learn? What can I learn from others? It is okay that you do not know everything; that does not mean you are not professional. Lastly it is important to have the self-confidence and courage to do something with all the information that you gained. Design is about making choices. So if all input is there, you have to turn it into a concrete design. During this design, it is important to still being open to put that new idea up for discussion, to have it tested . The urban planner gets then the role to asks and learn, while he is also in a role where he is the professional:

"Because in the end, people give you input, but it is never translated that literally - or almost never - because you have to look for those promising combinations that they have not yet thought of. […] So the selfconfidence [to make those choices in promising combinations] is needed, as you are asked as an expert. And that gives you a double role, as you have the role of all-knowing expert and the one who asks. So attitude is there very important"

Interviewee, position paper discussion

That self-confidence is important, in relation with being vulnerable. Being open to ideas also comes with the acceptance of feedback. That does not make the emotion of getting harsh feedback less strong, but when being aware of your attitude, the planner can anticipate on that emotion.

That brings a certain integrity to it: integrity about "what is left for me to learn from others, in this case, lay people?", "what is what I'm asking?", "how do I frame that?" and "what choices do I make with the outcomes?". On every point of the conversation there is an integer choice. Before the conversation you have to consider on which points people can have a say. This requires a certain fairness and democracy. At this point, as a planner you have a considerable influence on the points where people can have a say (which is about the democratic principle), but also where you as designer think you could learn from the most, and where you already know enough about. Next, in the conversation itself you have to consider how you frame your questions:

"… Then you are honest about the influence and you also keep control over meta qualities. And I think that's your role as a designer. You have […] actually a lot of influence, because you do determine what you present and what you show and with which drawings. Because if there is already a large tower on it in a render, or a sketch. That makes a big difference. […] That is actually your personal integrity."

Lastly, after the conversation you have to consider how you make a consideration between the claims for space? (which will be of increasingly importance for the city of the future)

There again, the interplay between making yourself and your ideas vulnerable and the self-confidence of the designer to make choices, as listed above, is vital for the role of an urban planner. That interplay also gives legitimacy to the planner. Then participation is not a bow towards others and it is not about admitting someone else is right. Rather, it is listening and learning, and then carefully considering.

In this proposed role and approach, participation becomes a mutual learning process, based on dialogue principles and driven by the design process. Central in the approach are learning from each other's perspectives, knowledge and ideas, which requires a reflective and adaptive attitude from the urban planner. The role of the urbanist is to facilitate the dialogue by proposing design solutions, translating the input from participants into an integrated design, not be afraid to show professional knowledge and skills - keeping an eye on the greater good and technical details - but with an open mind to learn from other perspectives as well.

M.4.6   Role of urban planner

The first reaction to participatory processes from a planner's perspective is to be scared of losing autonomy. Therefore, it is important to overcome the idea of knowing best, which is a challenge for planners. However, it is precisely the explorative setting that emphasises a clear role for the professional designer and the aspects he/she adds. Being the translator of the various realities, in words and visual language. To depict, articulate and bring concepts and ideas together. And most of all, making design choices within the complexity of the various realities. This is especially important when people can no longer make their own decisions, because things get too complex or simply fall outside their level of knowledge. As a professional, your role is to add technical knowledge and be able to integrate all different domains involved. Since the cities of tomorrow are getting increasingly complex, an integral approach is needed. In the relational approach, planners can react on this complexity because they are not solely acting from the omnipotent planner idea, but from a joint pragmatic inquiry (van der Specht, 2012). There, the urban planner can contribute to the design process, as Bridger or Translator of realities and ideas.

Moreover, because of the exploration of the multi-subjective setting, it also becomes clear to the urban planner who he/she is designing for, instead of acting solely out of personal values and preferences. Participatory processes bring out the oddities, implicit needs and user-perspectives specific for the design context. This increases legitimacy for the choices made.

This new role of bringing other's ideas together, does not mean losing the designer's distinctive knowledge, experience and skills. Instead it means that the designer becomes more aware of these distinctive skills. Willing

Figure M.4.2 Each of the three
focusses (product, process,
person) reflects in another
discipline: urban design,
urban planning and science
communication. All three
are needed to reach proper
participation with the public
(right page).
Source: author

to discuss, reflect upon those skills and being open to transformation of ideas, that is what characterises a good designer: using the design process as a dialogue.

M.4.7   Implications for architectural education

The last critical notions are towards the architectural education, as what is learned there does not completely match with the attitude as explained above: an interplay between vulnerability and self-confidence. Especially in the bachelor education, we are educated to a great extend to make a signature, which is of course an attractive idea as being a designer. But then I also question, for who do you design and thus find solutions?

To achieve the open, reflective and adaptive architect, it is recommended to adjust the educational program to educate students on facilitating a good conversation. Although the final deliverable of this thesis was a tool for productive dialogue, without the right attitude of the architect, the method will become useless. In the current education, the focus lays mostly on the architect as technician, as artist, or wherever the architect get its legitimacy from for his choices, but there is lesser focus on working in teams and asking the right questions to understand each other's utterances. Learn how to deal with feedback without taking it too personally, and then having the confidence of stating what you think is the best decision. In the current education system, the focus lays too much on poster pitches - and the winner for the best design, while no one ever heard about who the client or users are going to be – instead of an equal conversation. In this way, you are continuously in your performing zone, instead of your learning zone (Briceño, 2016). But architects need to learn about how to learn from others, instead of performing from them. The need to develop a reflective and flexible attitude, in order to understand others and learn from the multi-subjectivity setting.

M.4.8   SEC x Urbanism: 21st skill of an urbanist

Coming back at the triangle which was posed at the beginning of this subpart M.4, we see that every corner of the triangle represents a different discipline: the urban designer is product focussed, as the design is the thing he is working towards as a final product. The process is represented by the urban planner, as he is focussed on strategies and policies, making sure all stakeholders are well managed. The communication professional is divided to the interpersonal communication of people in the process, making sure this relation is well maintained. Now that we are arriving at the end of this research, we can conclude that those cannot work on their own anymore: only focussing on product will cause the ignorance of the differences between people, trying to conform them to one view. Focussing solely on the process, is something that resembles the new environmental law: more conversations does not necessarily make things better. And during the prototypes of the game we saw that this relational approach also needs context, and thus a product to work towards (even though the steps are very small) and a well prepared and carried out process. Following that logic, all sides of the triangle are important for successful collaborative planning and thus an important 21st skill for the urban planner: being able to focus on both product and process, as well as persons.
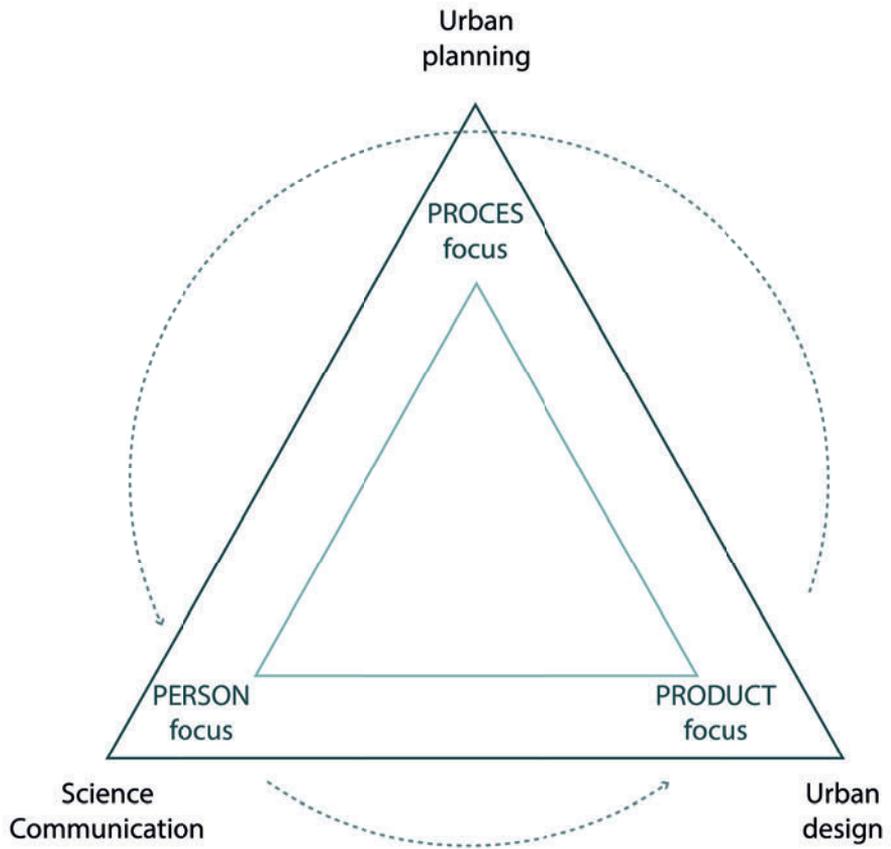
PART N: REFLECTION

As derived from the theoretical framework, people define their reality of the world around them by conversations: it defines their context and meaning of what is important, as well as which actions to take (Aarts, 2015). As Kim and Kim formulate it: through conversations, "people come to understand what their own interests are, what others want, and what fits the common good" (2008, p. 58). Therewith, change becomes visible by conversations and consequently are a powerful method through which change, innovation and learning take place (Ford, 1999). The question then becomes, how did this year of (studying the) conversation change me? What did I learn and how did I innovate? In this final part of my thesis, I reflect upon the process in its totality and how it brought change. First in part N.1, I look back at my double degree master education and how this interdisciplinary program shaped the project and its outcome, but most importantly how it shaped me as professional, responding to the three roles identified before: the focus on product, process and person. Secondly in part N.2, I reflect on what I learned from the project, apart from the outcomes and discussion it produced. I reflect upon how the project shaped my thoughts on other cases, and how I have – up to now – applied the line of thinking here developed elsewhere (transdisciplinary), as the dialogical approaches do not only apply in the field of collaborative planning, but in all kinds of disciplines or situations. Lastly, I reflect upon my professional and personal development: how the conversations shaped my thoughts and view on the world and how that shaped the conversations and process of the thesis. It highlights my learnings and formulates lessons for the future. This way, the current part adds to the conclusion of this project, following the sections as depicted in figure N.1.1. For this part, literature additions are included as method (figure N1.2.), to endorse the rather personal statements done. As it is a personal reflection of the author, this part will be told from the 1st person (using "I").

N.1 | LEARNING FROM INTERDISCIPLINARY EDUCATION

N.1.1   Integrating the three roles in collaborative planning

To build on where the discussion in part M ended: the three roles in collaborative planning that have to come together. This report was an interplay between those three and thereby also put me in all three positions. The different mentors contributing to this thesis all came from either one of these fields, which greatly enriched this thesis. I am now not only ready to work as a planner and designer, but also communication professional. I internalized all three roles, or at least learned to understand all three of them and know the necessity of combining them in the collaborative process.

N.1.2   Science Communication × Urbanism: an interplay

Interplay between different fields was inherent to this study and manifested itself in various forms: interplay between the roles; interplay between the dialogue and the city; and interplay between generic knowledge and case-specific knowledge, following the Design Based Research approach. In bringing these two worlds together, I generated new knowledge. Only by thoroughly researching and understanding the case-specific context, studying the place, following all the participatory process events, talking with many different actors and experts, a comprehension of what is good dialogue in Delft. Therewith generating new knowledge and realisation came in place. This interplay was inherent to the study, with two different masters as basis for it, one more focused on research, the other on design. The very case-specific traits taught me about vulnerability and professionalism - something I would only have mastered on a vague and abstract level when there would have been no case.

It is only now that I understand what my mentors meant when stating at the beginning of the research that the Double Degree is not just finishing two masters but also managing the project and translating findings from one practice into the other field. I found this challenging in the beginning, but now I realize how this shaped me as a professional: someone who can translate these two worlds and act as bridge between knowledge fields. Doing the double degree learned me how to learn from different disciplines, how to cross-pollinate their specific knowledge and serve as a bridger between them.
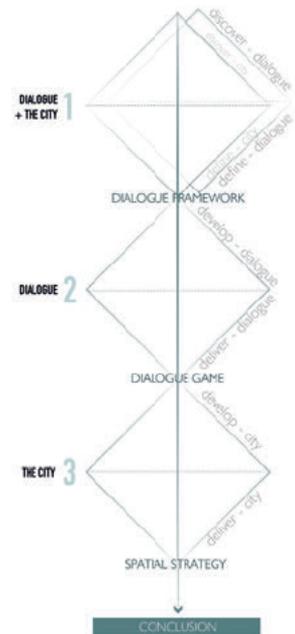
Figure N.1.1 Part N is in the final step, after the three diamonds. Source: author

literature additions

Figure N.1.2 Part N methods. Source: author

N.2 | LEARNING FROM THE PROJECT

N.2.1   Applying the line of thinking: plurality of differences
Next to the interplay between theory and practice, design and research, the Design Based Research method helped me in the interplay between generic statements and case specific elements. But when finding the case-specific sweet spot of dialogue in Delft and learning about this case, also got me thinking about totally other cases, where there also has to be dealt with dissenters. Putting central the differences in various stakeholders' realities – which should improve the quality of the conversation – could also work in other situations, making this research not only interdisciplinary, but possibly transdisciplinary as well. The delicate art of having proper conversations is useful – or might even be required – to find common ground in the increasingly polarized world of today.

An article in the Dutch Newspaper Trouw following the Dutch provincial elections past March demonstrated this need for dialogue (Beek & de Fijter, 2019). This article discusses the uprising of a party with extreme right-wing characteristics and proposes how opposite sides in this polarizing debate should have a proper conversation. In these conversations people try to convince each other to vote for the party of their choice without realising that the correctness of either option strongly depends on the worldview of the person casting their vote. We are tempted to think that what we think is (supposed to be) right is far more important than other ideas (Tversky & Kahneman, 1974). Focussing on that difference makes us curious about the others' reasoning and point of view. However, as indicated by Daan Rovers in the article, that requires a certain effort.

The key of dialogue in collaborative planning is learning about and from the differences in worldviews of the other. Within this learning process, we frame and reframe our individual realities and perspectives, which ultimately brings us to new ideas and actions. That does not mean that we agree, or are equal in our thoughts, but we understand each other and each other's reasoning. As philosopher and political thinker Hannah Arendt described this uniqueness:

> "Plurality entails two aspects: equality and difference – we are all humans, but everyone is exceptional in her or his uniqueness. But as such, it not only enriches the world, but also becomes a source of significant challenges: acting together in spite of our differences, thinking as an inner dialogue with a particularly demanding dialogue partner, judging politically with respect to an ever-changing spectrum of possible standpoints are all challenging practices we confront in the common world"
>
> (Borren, 2018)

In this manner, the capability to cooperate emerges, as shown in the concluding figure in part L, figure L.2.3.

N.2.2   Who is *klug*: focussing on the other

If done properly and respectfully, this continued exchange of ideas – with both conservation partners alternating between speaking and listening, sending and receiving – is the beauty of dialogue: a shared inquiry to new knowledge and new answers, and getting a greater awareness of own thoughts. With that, let us reiterate the intermezzo at the very beginning of this report, about being klug: one who is wise, must care less about what he is speaking about, than about the one he is talking to. Stated differently: one who is wise focusses on the other person, rather than on the specific words exchanged. As concluded in this research, that means letting go of the ego and turning outward, towards the other.

To illustrate this, I would like to quote Sennett in his comparison in making chamber music, where the skill to focus on the other is of vital importance for the cooperation between people:

> *"Though they may know their part perfectly, in rehearsal they have to learn the ego-busting art of listening, turning outward. It's sometimes thought that the result moves to the opposite extreme, the musician blending in, submerging his or her ego in a larger whole. But sheer homogeneity is no recipe for making music together – or rather, a very dull recipe. Musical character appears instead through little dramas of deference and assertion: in chamber music, particularly, we need to hear individuals speaking in different voices which sometimes conflict, as in bowings or string colour. Weaving together these differences, is like conducting a rich conversation."*

<div align="right">(2012, p. 15)</div>

As also composer Ibrahim Maalouf shared last weekend in the Parool: "perfect music is deathlike" (Voermans, 2019). The beauty of the dialogue is not in resolving differences and creating the perfect image, but valuing them as they are – instead of trying to compromise between them. This idea I recognized the last weekend for handing in this thesis is in beautiful Canto Ostinato. A piece of music which is composed in such a way, that the artist have a lot of freedom. Unless the continuous repetition of the canto, the different individuals combine to something unique in the piece, in the conversation. To hear the individuals, sometimes in conflict and sometimes in concert, reacting on each other and then learning together. The need to interact, to exchange for mutual benefit (Sennett, 2012). To cooperate to make something new.

N.1 | LEARNING FROM THE PROCESS

As shown above, because of this thesis I became aware of the value of conversation, by the use of conversation. By understanding to understand others, I came to learn what my own thoughts are, as already hinted upon in the introduction of this chapter:

"It is through dialogue in the public sphere that we connect 'what is our own (idion)' with 'what is communal (koinon)' (Arendt, 1958, p. 24) and the meaning of personal experiences with the meaning of the political world."

(Kim & Kim, 2008, p. 63)

I came to understand what my own interests are, my motivations and how I perceive the world, by listening and trying to understand others. Maybe sometimes only to realize that the exchange produced in me a more conscious idea of my values and why I would like to stick to them. Mirroring my ideas and opinions with others contributed to my (identity) development. To compare again with the production of music by Richard Sennett:

"In practising alone, I'd forgotten how it might sound to him [the clarinettist who remarked his top note sounded harsh], and he made me hear it. But I pondered whether it should sound harsh, decided it should, and made it even more so."

(2012, p. 16)

Understanding others and thereby learning to (better) understand the self does not necessarily mean giving in to the other, but gives more legitimacy for the choices you make thereafter. Resulting in self-confidence, something what I experienced myself during the design process. Just as Sennett did with the harshness of his top note.

N.3.1 Finding purpose in architectural education: legitimacy for choices

Looking back at my education, this search for legitimacy was what I missed in my bachelors. In one of the expert interviews, one interviewee shared a – for me – striking observation about the development of architecture students during their studies:

"…... I think that almost every student experiences a moment during their study where they think 'why should I make a design decision in this way or that way?' It is so arbitrary! That's how it feels. […] And people are looking for some sort of meaning, where do they get their legitimacy from. Well, the funny thing is, that at that moment students are going to look for either the theory or the artistic interpretations or the technical explanation [for their choices], all just to know what they are talking about. People want to feel like a professional ."

Urbanist (JA)

[1] Ik denk dat bijna iedereen bouwkundestudent momenten ervaart tijdens de studie dat je denkt van, ja waarom zou ik het nou zo of zo doen. Het is zo arbitrair! Zo voelt dat. […] En je bent heel erg op zoek naar een soort van betekenis daarin, waar haal ik mijn legitimatie vandaan. Nou. Het grappige is, dat op het moment dat dan, bouwkundestudenten gaan dus heel erg op zoek naar ofwel de theorie of wel de kunstzinnige kant op, ofwel de technische kant op, allemaal om te weten waar ik het over heb. Ik wil me een professional voelen.

I felt the exact same thing during my bachelor of Architecture. I saw great projects of my fellow students but every time I asked myself why they made certain choices. It felt arbitrary and it seemed like certain choices were made just because it worked out well or serving mostly the architectural artistic world. In none of these projects, clients were described, neither were the users or residents. For who did we design?

My interest for collaborative design was sparked again during my internship, as a number of their projects involved including citizens in the process. Those processes, however, did not go as easily as expected and I observed many urban planners having difficulties with having a proper conversation with inhabitants. But although professionals were having problems in facilitating those conversations, societal attention towards having more conversations with the public grew over the last years. Subsequently, facilitating these conversations was put central to this thesis. In this project, I studied the conversation with the public in collaborative planning as part of the design process, suggested an alternative relation with the public in this process and found legitimacy for my choices in design because of that. This gave me great self-confidence about the choices I had to make during the design process. I hope that my project contributes to other urban planner's development process in the same way.

N.3.2   Conversations shape thoughts and thoughts shape conversations

Besides being a central point of research in this thesis, conversations were also a commonly used method of research: the (explorative) interviews with experts and actors, the dialogue observations, focus group test sessions, reflective conversations and sketch sessions, as well as the mentor meetings and the informal talk with friends and colleagues where I shared my newfound realities and ideas. In short: conversations proved to be essential for my learning.

Every time I thought I was stuck, a conversation helped me to continue, even when it was mostly me talking and the conversation partner only asking why. My thoughts are structured through conversation. It was in these conversations that I could get enthusiastic again for this pluriform and increasingly complex topic. More and more, I recognized principles in daily life – like the newspaper article example shown above in part N.2.1 – which helped me with dealing with this complexity. Guided by these new insights, I more and more consciously used the conversation as a framing and reframing tool.

N.3.3 Vulnerability + Self confidence

The more often I started the conversations, I noticed I got better in dealing with questions and remarks that I received in response. Because you no longer keep your idea to yourself for such a long time, you do not identify so closely with the solution anymore, allowing you to deal better with feedback (communication expert, as part of the expert interviews, NA). You risk showing the work you have created and to be vulnerable, because it is no longer presented as a final solution, and therefore releases your identification with that solution. As a result, I noticed that the conversations with my mentors became much more enjoyable: we became more and more equal, purely because I no longer tried to present the best solution, but wanted to learn (Briceño, 2016): an open conversation where we questioned each other and thus came to deeper thoughts – dialogue as sharpening stone of the mind.

In the end, I learned to fail and be vulnerable, which inspired reflective behaviour and self-confidence, as well as flexibility: as I did not feel inseparable connected to my found outcome, I could deal more flexibly with new insights and ideas, which made me a more adaptive professional. As already shortly touched upon in part N.1.2, I learned how to learn.

N.3.4 Life-long learning

This does not mean that "I'm there yet". During the research process I found out it is quite difficult to practice what you preach: scared of being vulnerable to show my very first sketch to a professional; finding it hard to let go of my ideas "as an expert" to a layman; thinking that my language or set goals were perfectly understandable for the public; things I've had my share in.

Accepting feedback remains difficult, the emotions that come with it persist. But anticipating that makes it more bearable and makes that you keep learning. I am very pleased that my project was able to contribute to that realization. And not only in a professional setting, but possibly even more so in terms of personal development.

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APPENDICES

APPENDICES BOOKLET – CONTENT PAGE

I   PART B – THEORY PAPER

Productive interactions between citizens and urban planners
Notions for dialogue in collaborative planning processes in complex urban development

AR3U023 Theories of urban planning and design
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Abstract: Participatory processes have become unexceptional in Dutch planning. After the communicative turn in urban planning, collaborative planning moved up on the local to national government agenda. Within those participatory processes, face-to-face contact is currently indisputably the most used method. Increasing the moments of contact is the best strategy to quickly reach consensus, practitioners believe. Even though only half of the participating citizens say that it indeed contributes to mutual trust and understanding. Despite the increase of attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively. Why and how to arrange a productive interaction with citizens is not clearly stated in literature nor practice has its methods. This leaves spatial planners with a great uncertainty how to employ dialogue in daily practice. The interaction during the participation process is perceived as black box by practitioners. Therefore, the central question in this paper revolves around the definition on what a productive dialogue in collaborative planning is and which outcomes it produces, in order to explain why there is more dialogue in planning needed. This study provides a definition of dialogue and therewith states what a productive interaction is. Thereafter, the results of a productive interaction are described, both in positive outcomes and process benefits. Social capital is found as one of the most important outcomes, as it is a precondition as well as the glue that keeps the interaction together. Social capital also produces other outcomes as it builds networks, trust and contains reciprocity. This paper finds that the composition of outcomes make dialogue a vital element for collaborative planning. Further research should show how the dialogue could be coordinated to be productive and result in the different positive effects.

Keywords: Citizen participation, collaborative planning, generative dialogue, communication, government-citizen interaction

Introduction

"More contacts between citizens and government would contribute to solving complex problems, that's the idea. But that is a simplistic thought. Just as you do not solve a relationship crisis by talking more with each other, more face-to-face contacts between the government and the citizen are ill-considered" (Bleijenberg, Aarts, & Renes, 2014, p. 1)*.*

Notwithstanding the sincere attempts of urban planners and city officials, participatory processes rarely go as planned (van der Specht, 2012). Participatory processes has been a predominant theme in both academic debate as practice discourse for the last decades, but urban planners are still often puzzled how to use them (Voorberg, 2017). Where does this participation-focused governance come from and why are planners still not succeeding in applying it in practice?

The collaborative planning paradigm shift began in Western Europe around the late 1950s. Before that time, planning was a vocation that was mainly done by the omnipotent planner (Gunton & Day, 2003). This static way of planning, also viewed a as blueprint planning, had a rational and technical approach, and contained no

involvement of the public whatsoever (Lane, 2005). This form of planning received its first forms of critique n Western-Europe at the dawn of the 1970s. Here, synoptic planning took its stage (Lane, 2005). The technocratic model of blueprint planning was designated to a secondary status and the democratic decision-making about values and goals took a more significant position (Gunton & Day, 2003). Although this sort of planning also had rational and quantitative analysis as starting point, it made the first notions to consultation of the public as a systematic process (Lane, 2005). It was already in 1969 that Arnstein criticised the different used strategies of citizen participation by ranking them on her famous *ladder of participation*. This ladder showed how much power citizens *actually* had in the process (Arnstein, 1969).

As a result, advocacy planning came into place. This demanded planners to act as mediators to help stakeholders resolve conflicts and aspire to reach a solution that fits all stakeholders, rather than a winner-takes-it-all approach (Gunton & Day, 2003). Nevertheless, another relationship with the citizen than negotiation partner had to be possible: collaborative planning (Gunton & Day, 2003). From the mid 80's, there was more attention for the deliberative democracy in Western Europe. Where advocacy planning was more about voting and bargaining, this was about finding a solution together as at the heart of the democratic process (van der Specht, 2012).

The Netherlands joint this paradigm shift, as citizens were involved in the decision-making to a greater extent and took matters into their own hands (WWR, 2012). In the last 15 to 20 years, one can see a new focus in plan making: the goal is not only to solve problems in the neighbourhood, but the citizens themselves are seen as responsible for co-producing these plans. By doing this, plan makers design integral policies by making use of the local knowledge (van der Specht, 2012). Participatory processes have become

unexceptional in Dutch planning, as after the communicative turn, collaborative planning took an prioritized place on the agenda, from local to national government (Kamaci, 2014)**.**

In short, participation is the new norm. Citizen engagement and collaborative planning are impossible to ignore in modern decision-making in the Netherlands (WWR, 2012). And within the participatory processes, face-to-face interaction appears three times in the top three of the most used methods (public consultation nights, theme meetings, city dialogues)(Bos, 2014). And even if some planners still do not believe in the *transformative power* of dialogue, the trend of citizen engagement will be formalized by law by 2021: the new Dutch planning act will provide legal obligation to include citizen participation in the decision making process. Citizen engagement in future spatial development is framed as a significant pillar of the new planningsact to reach integral solutions (Omgevingswetportaal, 2017).

It seems like increasing the moments of contact would be better (Bleijenberg, 2014). Many recommendations of advisory bodies about the participation society state that an intensification of contact between citizen and government is needed (WWR, 2012). A presumption is that with more dialogue, reaching consensus on how to approach problems is accelerated and it would increase the involvement of citizens. In these advices, however, it does not become clear *why* or *how* this interaction should take place to actually go towards better solutions and mutual trust (Bleijenberg et al., 2014). While only half of the participating citizens say that it indeed contributes to mutual trust and understanding (de Jong, Boon, & Pröpper, 2012).

If everyone agrees on having more participation, how useful is it if urban planner do not understand how to exploit that? Despite their earnest efforts, the effectiveness of participation leaves much to be desired (Maarse,

2017). This leaves spatial planners with a great uncertainty on how to employ dialogue in their daily practice (Bleijenberg et al., 2014). The interaction itself during the participation process is perceived as a *black box*: an activity where professionals cannot really prepare for, have to work from gut feeling and experience, and at most hope for the best (Bleijenberg, 2014).

Writings on conversations, conversations on writings
As shown in earlier readings, the significance of face-to-face interaction as important factor in collaboration in urban planning is more and more acknowledged, both in academic research and in practice. However, there is little knowledge about the effect of this interaction between citizens and planners (Voorberg, 2017). Despite the fact that there have been numerous scholars who looked into the communicative turn towards planning (Habermas, 1984; Healey, 1992; Innes & Booher, 2000), not many considered the face-to-face interaction as main research question.

Therefore, this paper puts the interaction between urban planner and citizen in collaborative planning as a central point of research. It aims to answer the question: 'What is a productive dialogue in collaborative planning and what process benefits and product outcomes does it result in?' By an extensive literature review in both planning literature as communication theory, it tries to provide answers to the question of why a productive interaction between citizens and urban planners is so important for urban planning.

The paper opens with explaining what dialogue as important factor of the interaction actually means. The following section tries to explore the theoretical debate about what the interaction between citizen and urban planners contains. Hereafter, it is described what scholars consider the role of dialogue in urban planning as a way to solve the complex plural

problems. As a result of this discussion, the state of mind on a definition of productive interaction between citizen and planners is stated, construed with the aforementioned. In the last section there will be a theoretical exploration where this productive interaction could result in: both in positive product outcomes as well as process benefits. With the intention to explain why and which goals planners should pursue when applying dialogue in collaborative planning.

As both the public discourse and scientific field about the participation is broadening to numerous disciplines, there is need for some definitions and scoping of this paper. As in previous paragraphs the evolution of collaborative planning is explained, there is already shortly touched upon its definition. In this paper, collaborative planning contains a civic-based model of planning: a form of shared decision-making which has a consensus-based approach in designing the physical living environment with all affected stakeholders (Gunton & Day, 2003; Healey, 2003).

Another term to introduce is citizen participation and engagement within collaborative planning. A concept that also needs definition, as in recent years the concept of citizen participation is stretched to even more because of the notion of the participation society (van Twist, Chin-A-Fat, Scherpenisse, & van der Steen, 2014). When citizen participation is named here, it is concerning the collaboration between citizen and city officials to solve complex urban development questions.

In specific, this paper looks at the face-to-face interaction between citizen and city officials in the process of citizen participation. This does not contain every moment that the citizen comes into contact with the municipality. For instance, the moments when researchers ask citizens on the streets about their opinion on a certain place, is in this paper not considered as the face-to-face

dialogue in participatory processes. It is only relating to the moment when citizens are deliberately at the table to talk about their changing living environment. This moment contains a group of people. Nevertheless, the form of this dialogue, can differ in each context. In this paper, there is only looked at how this dialogue is shaped in the discipline of spatial planning.

Definition of Dialogue

When having to deal with wicked problems, which is the case in spatial planning nowadays, one has three strategies to cope with it: competitive, authoritative and collaborative (Roberts, 2002). Working collaboratively is difficult, but when we move beyond the positioning which opinion is more valid, people can actually listen and learn from each other, to create novel ideas. As this results in potential solutions, collaboration is becoming a more and more advocated approach of dealing with planners' wicked problems (Innes & Booher, 2000). As Roberts stated as well:

"*Central to a collaborative strategy is dialogue*" (2002, p. 11).

Thus, to understand the principle of productive interaction, one must first understand what a dialogue as a form of communication actually is.

The English dictionary describes dialogue as:

" *A discussion between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem.*" (English by Oxford Dictionaries, n.d.)

This definitions depicts some form of conversational exchange between people. Dialogue can be understood as the activity between people, where there is an equal two-way or multi-way connection, instead of one way persuading strategies. It is the mutual exchange of experience, ideas and opinions between stakeholders (de Laval, 2006). In the 20th century the concept is widely discussed by leading thinkers as David Bohm, William Isaacs and Martin
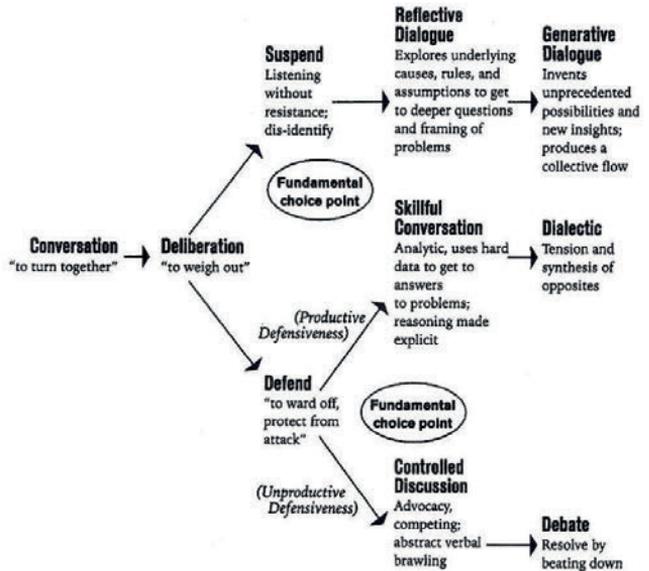
Figure 1 Conversation pathways. Author: Isaacs, 1999

Buber (Bohm, 2004; Isaacs, 1999). Notwithstanding the fact that they divagate in many different details - they agree on the definition of the concept as a multi-dimensional and dynamic process of developing a shared understanding.

In the definition of the English dictionary it becomes clear that dialogue juxtapose itself with other forms of communication to be understand as a *special kind of talk* (Roberts, 2002). Isaacs defines multiple forms of communication between people, as there are two main routes to take: to suspend and thus listening without resistance, which can lead to multiple degrees of dialogue, as shown in Figure 1. The other route explores when people defend their thoughts, which leads to discussion and debate (Isaacs, 1999). Reflective dialogue takes place when people start to reflect on their ways of thinking. However, this does not included changing their ways of doing so (Isaacs, 1999). It is reflective as it reflects on what is said by participants of the conversation, moves beyond judging and rather moves on to thinking on why things are said. Reflective dialogue can develop to generative dialogue. This happens when the interaction occurs in such a way, people invent and establish new ideas and create new knowledge which

would not be obtained individually (Bohm, 2004). Isaacs calls this collective intelligence: together one knows a greater awareness and one is smarter than one only (Isaacs, 1999).

The difference between dialogue and discussion is an important notion, as with discussion the conversation is about defending current ideas, rather than producing new ones. This form of dialogue is *"a conversation with a centre, not with sides"* (Isaacs, 1999, pp. 578–585). Generative dialogue works together towards new concepts, hence supplies ways to modes of co-creation.

Many different scholars experimented to apply communicative approaches to spatial planning (Forester, 1987; Habermas, 1984; Healey, 1992; Innes & Booher, 2000). In particular the work of the sociologist Jürgen Habermas has influenced planning theory about the influence of dialogue in collaborative plan making. He defines communicative action as something that:

"*a definition of the process of communicative rationality is communication that is oriented to achieving, sustaining and reviewing consensus – and indeed a consensus that rests on the intersubjective recognition of criticisable validity claims.*" (1984, p. 17)

Communication in the process of communicative rationality is oriented at finding a recognized consent of new meaning (Habermas, 1984). As we compare this with the aforementioned definitions of dialogue, it matches with the concept that it reproduces novel ideas in its collaboration.

Some scholars consider Habermas' views as too idealistic, as in every practice, a numbers of factors retain the opportunities for ideal dialogue. Human interaction and behaviour is capricious, which means that in daily life that well-intentioned reasoning can be misinterpret and result in unwanted reactions. Nonetheless, Habermas' normative view could function as an ideal formulation of dialogue where planners should strive for.

John Forester reflects on Habermas' work and focuses on planners' interaction with the public (Forester, 2006). He argues that most planners agree that the public must be involved in planning processes that will affect them, but also questions the value if the public does not understand the full scope of the project. Urban planners have a choice to communicate in technical terms or in in terms that the audience would understand (Forester, 1987). He claims, this is the only way to arrive at a dialogue where new ideas are created and that is something planners should strive for. Planners should initiate:

"… c*reative and inventive processes of search and brainstorming, play and thinking outside the box, humour and irony that take ambiguity as generative not paralyzing, probing and reframing options rather than presuming relatively uninformed problem definitions'* (Forester, 2013, p. 4)

If this generative process takes place, planning can be employed as tool for participatory decision making, as an dynamic and precarious process. In this line of thinking, Foresters took a more critical view on the interaction between planner and citizens as Habermas (Forester, 2006).

Innes and Booher use Habermas prerequisites for developing a normative concept for collaborative dialogue:

"*To be authentic, in our view, a dialogue must meet certain conditions which Habermas has laid out as prerequisites for communicative rationality (Fox and Miller 1996; Habermas 1998). Each speaker must legitimately represent the interest for which he or she claims to speak. each must speak sincerely, each must make statements that are comprehensible to the others, and each statement must be accurate.*" (Innes & Booher, 2003, p. 38)

Important to mention is that in planning theory, it is presumed that in the dialogue is an interactive process among stakeholders in order to enhance a line of thinking and reasoning (Alexander, 2002; de Laval, 2006). Although some parties might be antagonistic, it is important to have a dialogue about their

concerns in the context of complex plural planning processes. Moreover there is a general believe that

"In order to achieve genuine civic participation, there must be some form of dialogue between citizens and those in positions of power." (de Laval, 2006, p. 6)

Moving to the next subpart, it is important to keep these definitions in mind, as dialogue is necessary to reach a productive interaction, and thus genuine civic participation.

What is productive interaction
The main matter as posed at the introduction is the question what a productive dialogue means in the interaction between urban planner and citizens. With the definition of dialogue clarified, this paragraph tries to deal with what productive means.

As we seen from the definition of dialogue, it is a multi-way action between different stakeholders. Between these stakeholders, there should be a sharing of thinking and also helping the other to share their contemplations, which makes them equally empowered to do this (Innes & Booher, 2003). To make dialogue genuine, stakeholders have to take responsibility to truly understand the thoughts and ideas of others, to produce effective outcomes (Tupling, 2009). There is an inner dialogue taking pace: for productive dialogues, people seek the reason behind how others' views emerged and, which is maybe even the most difficult, applaud them to question yours. Together, people are working on a goal of interested of all, as well as following their own agenda (Innes & Booher, 2003). This enforces a mutual understanding as well as mutual learning (Tupling, 2009).

It is not the case that there is no room for conflict or disagreements in productive interaction. The approach of the dialogue is therefore not to stop a decision, to be right or to express one's own truth. Only by exploring the problems with each other, taking into account each other's wishes, interests and pain

points, and by respecting others' knowledge and experiences, complex problems are solved (van der Specht, 2012).

In this way, the process of interacting it is not just gathering information for the planning professional. It is even more valuable if there is consideration to the relational context (Bleijenberg, 2014). Similar to any other interaction, the input increments when the setting is more trusted (Bleijenberg, 2014). So if urban planners aim at a productive dialogue, they should not only focus on the conversation itself, yet also what occurs around them. The connection between planners and participants is the basis for any productive dialogue in collaborative planning (Bleijenberg, 2014)

However, in practice there are many obstacles that may impair productivity of interaction. For instance, transforming from a debate or reflective dialogue to a generative dialogue, does not evolve solely linear. Dialogues are unconfined and unreliable (Aarts, 2009). As it is a searching process towards a shared understanding, it is subject to a series of actions, going back and forth, resulting in non-linearity. Producing this searching process, is difficult for participants, as everyone should put effort and focus in the interaction. This initiative has to be equal from all sides to arrive at generative dialogue seems a clear predisposition, it is generally speaking difficult in practice (Bohm, 2004).

One reason for these difficulties in practice, might be found in the research of Bartels. He found that when citizens and urban planners meet, they produce certain dominant communication patterns which they continue to use during the process and what restrains them in their ability to solve problems (Bartels, 2012). The problem here is that in those processes, people focus more on the content rather than on the way of communicating itself, just like Bleijenberg stated above (Bleijenberg, 2014). Bartels argues that these dominant patterns of

communication are hard to turn around, because of how the processes are organised. Therefore, Bartels argues, productive dialogue is strongly dependent on the communicative capacity an urban planner. If urban planners are more advanced in this skill, they identify problems in the process to dialogue earlier, and can break through the dominant patterns in communication, in order to reach and maintain the productiveness of the dialogue. Lack of communicative capacity is problematic because:

"*Lacking communicative capacity means wasting a lot of time, resources, and energy, and damaging trust, relationships, and willingness to collaborate. Communication should therefore not be considered as a neutral medium (Rosenberg, 2007): the things public professionals and residents say, or do not say, and how they address each other, are of significant impact on whether they understand each other and manage to get something out of their encounters.*" (Bartels, 2012, p. 230)

Strictly speaking, communicative capacity gives the urban planner guidance to make the interaction productive. It is tacit-knowledge which is attained throughout an urban planners experience, which actually matches with the statement of Bleijenberg in the problem statement on page 2 (the interaction itself during the participation process is perceived as a black box: an activity where professionals cannot really prepare for, have to work from gut feeling and experience (Bleijenberg, 2014)). Therefore, communicative capacity cannot easily be defined. It is a social know-how which evolves during the interaction (Wenger, 1998).

Besides the fact that the dialogue is not linear and rather unpredictable and the lack of communicative capacity of urban planners, there are many other factors which influence the dialogue. Unfortunately, exploring them all is beyond the scope of this paper. In next chapters there will be more elaborate consideration towards these barriers, in

order to be able to formulate starting conditions for a productive dialogue. Furthermore, there will be a separate chapter on the skills set an urban planner should have, following the statements on their communicative capacity.

For now there can be concluded that a productive dialogue in collaborative planning is the understanding of quality of multi-way and generative dialogue as the shared thinking by a group of people, which generates ideas which could not have been found alone. This brings added value for solving complex problems, by creating mutual understanding and learning.

The harvest of productive interaction
Next to the definition of productive interaction, the previous paragraph already shortly touched up the outcomes of productive dialogue. In collaborative plan making and productive dialogue, it is more than just getting to agreements. The most important outcomes have a more far-reaching output than that. They result in real change and therefore are more fundamental and sustainable than just agreements which are reached in consensus-building practices (Innes & Booher, 2003). This paragraph tries to search the various forms of these results, in an attempt to categorize them in process benefits and more concrete outcomes.

To begin with the rather tangible outcomes of productive dialogue. Already named as product of collaborative planning are agreements. Yet, with a genuine dialogue, agreements can be uplifted towards high quality agreements, as the agreements are not the middle way – a little bit of what everyone wanted - but a new idea founded by collaboration that fits all (Deyle & Wiedenman, 2014; Innes & Booher, 1999; Rosenberg, 2007).

Another tangible outcome are the innovative strategies which derive from productive dialogue. This is at the heart of dialogue, as it are ideas that are emerging only with the

collective intelligence of participants, ideas that would not have derived by making plans alone. When well-organized, true innovation can emerge from creativity in the dialogue (Healey, 2003).

Next to tangible outcomes, there are also process benefits; results that derive during or after the interaction. Mutual understanding and exchange are already named in the definition of dialogue, which is called reciprocity or intellectual capital by Innes and Booher (Innes & Booher, 1999). Next to that, becoming able to work together is an important process benefit of a productive dialogue (Innes & Booher, 1999).

Innovative strategies is named as a concrete outcome, yet what comes before, are novel ideas and creativity, which is actually valuable process benefit as well. This creativity is needed to solve the problems of a more and more complex and constantly changing world. However, creating creativity in a group can be a grand task for urban planners, as Innes and Booher stated:

"*It is curious, however, how difficult it is to get participants not just to "think out of the box," but to be willing to put forward the often half-baked ideas that can start something. [...] It is even more difficult to get people to challenge assumptions or the status quo which is often a prerequisite to collective creativity. Participants typically take the world around them as given and do not see what might be different.*" (2000, p. 14)

During the process of discussing the collaborative strategy and creating new ideas, also a social learning takes place, what Healey calls a *inclusionary argumentation* (Healey, 2003). The role of this, Forester argues, can help us to progress past only focussing on rigid outcomes (Forester, 2013). He states that an equal focus on both process and outcomes is needed, as they reinforce and build upon each other. Collaborative plan making through social learning processes is said to build up trust,

creates new relations and generates the intellectual capital as named before, ability to work together and social capital (Innes & Booher, 2003).

Social capital, however, is a very special outcome of the dialogue process: it is not only an outcome, but also a precondition, it is there to sustain a productive dialogue and as a long term outcome. It stimulates collaborative interaction of people. OECD defines social capital as:

"*networks together with shared norms, values and understandings that facilitate co-operation within or among groups*" (Keeley, 2007, p. 103)

Or the most famous definition by Putnam is "*social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit*" (1995, p. 67). When there is social capital, networks lead to trust and empowers people to work together. It is the glue that facilitates cooperation, reciprocity and innovation (Keeley, 2007). These are all important outcomes which are named above.

This is strongly linked to the notion stated earlier by Bleijenberg on page 6, which introduced the importance of the relational context (Bleijenberg, 2014). Social capital produces relations, builds networks and trust and reciprocity. As people came to understand each other, this results then in reciprocal confidence, next to it builds towards new relationships. Networks can be used to form many other causes outside the dialogue. It is even more important, these networks spread to their associates, and information is transmitted (Innes & Booher, 2004).

Although social capital is maybe even the most important outcome of dialogue, it is also the concept which is the hardest to understand by planners (Putnam et al., 2004). As Vidal argues:

"*These skills, and others that facilitate managing public processes in ways that foster public trust and the develop- ment of social capital, too often get little or no attention in planning curricula.*" (2004, p. 167)

Social capital is a difficult concept, as it needs an understanding of the contextual variables that are cultivating social capital (Putnam et al., 2004). As Gress stated, dialogues are heavily dependent on context factors, that influence the development of social capital, and the outcomes and processes it produces (Putnam et al., 2004).

Because of the complexity, Woolcock describes, the concept of social capital is sometimes also criticised as an *intellectual fad* and simplifying complex local realities into a concept (Putnam et al., 2004). Although an critical attitude always should be there when using such a complex concept, it is important to acknowledge as spatial planners that this concept can facilitate legitimate benefits. Woolcock makes the argument here, that planners should see it as a way to have better insights for problems which are beyond solving within the capacity of a single perspective (Putnam et al., 2004).

Conclusion
This paper aimed to give an explicit definition on what a productive dialogue in collaborative planning is, in order to explain why we should have actually more dialogue in planning. This as a reaction to the collaborative paradigm as important way of solving complex issues in this rapidly changing world. In collaborative planning, however, is the face-to-face interaction with citizens itself experienced as a black box: many urban planners are puzzled why and how they should actually arrive at a productive dialogue. A productive dialogue in planning is in this paper defined as a multi-dimensional and dynamic process of developing a shared understanding. This is different than a discussion, as it is about producing new ideas which cannot be found alone, rather than defending current thoughts. To make dialogue genuine, stakeholders have to take responsibility to

truly understand the thoughts and ideas of others, to produce effective outcomes. And in this way the process of interacting it is not just gathering information for planning professionally. This brings added value for solving complex problems, by creating mutual understanding and learning.

However, arriving at this generative dialogue is difficult in practice, as it is a non-linear and unconfined process which needs focus and effort from all participants. Moreover, participants are creating dominant communication patterns, which restrains them in their ability to solve problems. It is argued, that the communicative capacity of the urban planner can influence this, which makes implication for the skillset of the future urban planner.

Nevertheless, when a dialogue is coordinated well, it can result in various positive outcomes like high quality agreements and innovative strategies. Also many process benefits will unfold: mutual understanding, an ability to work together, novel ideas and social learning. Lastly, there is argued that one of the most important results is social capital, which also functions as a precondition and the glue that keeps everything together during the interaction. Social capital also produces other outcomes as it builds networks, trust and contains reciprocity. With these important outcomes in mind, the author considers dialogue as a vital element to exploit the effects of collaborative planning.

Discussion
Although this paper argues that there should be some guide lines for productive interaction to enhance positive results, the author is aware of the fact that every participatory process is very case-specific. There is an wide-ranging amount of variables influencing a single case. Therefore, every context where dialogue in collaborative planning will be hold, must be studied extensively in order to evaluate or reach the described benefits and outcomes. Therefore needs the issue a systems perspective to gain more knowledge about how the productive interaction actually revolves, rather than a theoretical definition.

Also, this paper reflects a definition of productive dialogue which is rather idealistic and normative: the theories used are on how to arrive at good conversations. The pitfall of this idealistic definition, is staying too abstract and not providing answers for the real world. The normative stand is something everyone can agree upon, but does not contain critical perspectives. In practice, most interactions will rather stay in the discussion-debate frames as described by Isaacs (Isaacs, 1999).

Moreover, the interactions are not a stand-alone actions. Participants have their history together, or not together, about the place, about participation or about interaction in general. Thus, dialogues must not be studied as isolated events, but from a total overview, as also Bleijenberg illustrated in figure 2 (Bleijenberg, 2014). When researching dialogues, they should not only focus on the interaction itself, but what happens before, in between or after as well.

Implications for further research

There is not much known about *how* the interaction for productive dialogue should be shaped. In this paper, it is unravelled what a productive interaction is and where it idealistically could lead to, if done properly. In next chapters, there should be eye for how the ideal situation can be reached: which pre-conditions are needed and how the dialogue itself must be organized to be productive.

Yet, to provide the preconditions for productive interaction, the current barriers to come this rather idealistic dialogue must be researched first. Few of them aspect are already mentioned at page 7, yet in practice there are many more to name. As dialogues are complex wicked problems, it would be best to approach them context specific. Woolcock also advices here a learning by doing approach in his contribution to the ACSP Symposium (Using Social Capital to Help Integrate Planning Theory, Research, and Practice) (Putnam et al., 2004). Therefore, this wicked problem is in need of a research from a systems-perspective into a case, to generate knowledge for other cases

how this dialogue should be done. It needs an approach from both practice as theory, to become a productive activity (Innes & Booher, 2003).

Furthermore, as planners tend to disregard the significance of the relational aspects of the participatory processes, it is important to study the concept of social capital in more detail (Mandarano, 2009). As there is only shortly touched upon the expansive concept, further research should explore its influence on collaborative efforts.

Lastly, as stated in the description of productive interaction (page 6), some notions are made for the skills set of an urban planner: the communicative capacity of an urban planner has a considerable influence on the quality of the dialogue. This makes implications for the competencies of an urban planner. The changing role of the urban planner is already a widely discussed since the 90s (Sehested, 2009). Therefore, the combination of the made statements about productive dialogue with the changing role of the urban planner, is also a topic of further research in the next chapters.
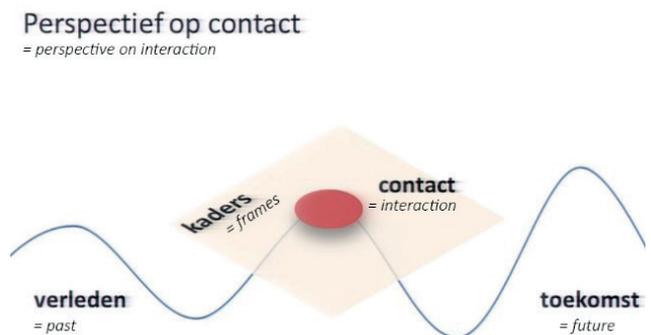
Figure 2 Perspective on interaction.
Source: Bleijenberg (2014), translated by author

II   PART D – EXPERT INTERVIEW PREPARATION

1. Interview protocol

As presented at that moment in the research (March 2019)

EXPERT INTERVIEWS

Goal semi-structured interviews

The semi-structured interview are on the one hand used to shine light on the theoretical framework by their knowledge as academics or with their experience from practice. In this way, they enriched the rather theoretical models with the reality of practice. On the other hand, they provided me with ideas and inspiration for designing a participation communication tool; to think with me about which barriers in practice could be tackled in future dialogue design, in the case of Delft South Station.

Provides input for the sub-questions:
RQ1: What is a productive dialogue in collaborative planning and in which beneficial outcomes does it result?

RQ2: What currently hinders urban planners to realize a productive in practice and which of those barriers could be tackled?

Main structure Interview protocol
To send to interviewee beforehand

A. Official introduction

B. Interviewee portrait (short):
- Position, main activities
- Previous work experience
- How interviewee got interested in/is related to participatory processes in the built environment

C. Definition and importance:
- What does a productive dialogue in collaborative planning practice means for you
- Why is it important
- In which product outcomes and process benefits does it result

D. Mutual understanding (as prerequisite for a productive dialogue)
- Aspects of mutual understanding
- Barriers for mutual understanding

E. What are other barriers for a productive dialogue in practice
- General barriers
- Frames & goals
- Transparency
- Information provision

F. What does that imply for conditions for future dialogue
- Which barriers to tackle (realism)
- Dialogue conditions &design choices

G. Official ending

INTERVIEW PROTOCOL

A. Official Introduction

A structure before the actual questioning began, was used to be credible and ask in a proper way for consent, based on Bryman (2012):

1. Interviewee number, day, time, name of interviewee and location.
2. Thank the interviewee for taking part in the interview.
   This interview is an important step in my interview, where I evaluate my theoretical findings and hope to find practical insights for my workshop design. [show research design]
3. Inform the interviewee about the usage of the data collected:
   For a Master thesis research for the TU Delft, faculty of Architecture - master Urbanism – and faculty of Applied Science – master Science Communication. There are no commercial or governmental parties connected to the research and the research is not funded.
4. Summarize the purpose of the research [show conceptual framework + Delft slides]
   Research is about productive dialogue between urban planners and citizens. Participatory processes are inevitable in the Dutch planning context. But there is much to be improved. Although there is a call for dialogues and face-to-face interaction between public officials is the most popular way of communication, practitioners experience the participatory process as a black box. Therefore I research this interaction as part of a change process, where mutual understanding is the main focus. I take this concept as main one as I think it is an important prerequisite for productive dialogue. By studying the case of Delft South Station, a transit oriented development and densification case, where a post-war neighbourhood and business park will be regenerated, I hope to gain insights in how a dialogue could develop in this context. [show conceptual framework + Delft slides]
5. State why the interviewee is invited, what he/she can contribute.
6. Confidentiality: stress the possibility for anonymity if desired. If anonymity is not necessary, ask for consent of being quoted. If consent for quotation is given, ask if it would be necessary to share the transcripts.
7. Ask for consent to be recorded.
8. Offer providing interviewee with the research findings once they are available.
9. Offer that questions after the interview are always possible. Provide mobile phone number and email.
10. Start off with first part of interview protocol.

B. Interviewee portrait [keep it short!]

Name: _____

Gender: m / v

Company: _____

Position: _____

Main activities: _____

How your interest in participatory processes began: _____
_____

C. Definition and importance:
- What does a productive dialogue in collaborative planning practice means for you
    - o Where do you think about when I say "a productive dialogue in collaborative planning"?
    - o *Probing:* How would you define "a productive dialogue in collaborative planning"?
    - o *Comparing:* My definition is [SLIDE] what would you add
    - o *If something is missing:* Which characteristics has a productive dialogue?

- Why is the dialogue with citizens in planning important?
    - o What is the most important factor to have a dialogue with citizen?
        - ▪ = more ethical, outcomes are more process focussed
    - o Which value does it add to plan-making?
    - o In which product outcomes and process benefits does it result
    - o What are the most important process benefits and product outcomes?
        - ▪ From my research it says [SLIDE] Agree? What would you add?
        - ▪ And what is most important for yóu in dialogue & why?

D. What are other barriers for a productive dialogue in practice
- General barriers [SLIDE]
    - o What currently hinders urban planners to create to a productive dialogue with citizens?
    - o What are main problems which cause the interaction to be not constructive?
    - o Which challenges did you encounter when being in this dialogue?
    - o *[Probing question]* what is missing in the interaction between citizen and urban planner in your opinion

- *[first ask question above, if it doesn't name main aspects below, ask to specify]*
    - o Frames & goals (framing where to talk about, goal of meeting clear)
    - o Transparency (process, project, what happens with input)
    - o Information provision (common starting point, explaining the bigger picture, plurality of the problem)
    - o *[Barriers for mutual understanding will come hereafter]*

E. Mutual understanding (as important prerequisite for a productive dialogue)
- Aspects of mutual understanding [[SLIDE]
    - o Definitions of mutual understanding
        - ▪ See is my definition, please add/comment
    - o What do you see as important aspects for mutual understanding?
        - ▪ See is my list, please add/comment

- Barriers for mutual understanding [SLIDE]
    - o What do you see as barriers to reach a mutual understanding in the conversation between officials and citizens?
    [first ask question above, if it doesn't name main aspects below, ask to specify]
        - ▪ How to take away language problems? (jargon, language, structure)
        - ▪ Willingness (take responsibility, show interest, openness for ideas, honesty)
        - ▪ Equality (equality to speak, roles, proficiency)

F. **What does that imply for conditions for future dialogue**
   If not touched upon enough in previous conversation. If there is not looked into the future how to improve, then summarize and ask:
- Which barriers to tackle (realism)
    o Which of the aforementioned barriers could be tackled according to you?
    o What is an unrealistic aim that is often stated as benefit of citizen engagement? / what will always be unruly in reality
    o What is the most context-dependent barrier?

- Dialogue conditions/Design choices
    o If we look back at the most important outcomes, what can be designed better in a tool?
    o To summarize, what do you consider are the key factors for a successful face-to-face interaction between citizen and urban planner in a participatory process?
    o What could be facilitated by a workshop to help reaching a productive dialogue?

G. **Official ending of Interview**

- Interviewee specific questions
- Ask if there is something the interviewee wants to add/did I miss something important to you

- Thank the interviewee for taking part in the interview.
- Keep the recorder going, since interviewees sometimes open up at the end (Bryman, 2012, p. 487)

II   PART D – EXPERT INTERVIEW PREPARATION

2. Transcribing rules

All expert interviews were auidio taped, transcribed and coded. The transcripts are made in the order as they have occured to represent them as accurately as possible. However, some altering has been done for pragmatic and readability reasons. That is translated in the following transcribing rules:

- The introduction and ending of the interview are not transcribed, as that part in every interview was somewhat the same and is written out in the interview protocol.
- Informal conversations between interviewee and interviewer are left out.
- Ehms and ahs are left out, just like laughing and other sounds which are no words.
- Unnescessary or confusing linking words are left out - sometimes something sounds logical out loud while on paper it does not make sense - for readability reasons.
- Stop words like "et cetera" are left out when used unnescessary.
- If the interview or the interviewee corrects him or herself directly, the corrected sentence is left out, concerning syntax or wrongly used words. Content correction is transcribed though.
- If the interviewer repeats herself, it is not transcribed.
- Confirming words as "yes, I understand" by the interviewee are not transcribed.

In-text transcribe codes:
//   = If people talk through each other
I   = Interviewer
[…]   = to give extra explanation about what the reference word is referring to, in order to make a better readable text.

and the interdepencies between codes made by interviewees

Frame the case, scope, being specific

Stay to the point

Flexibility of frames

Frames set by government and participants

Frames
and what is not up for discussion

Transparency

What happened with input (afterwards) feedback

Of the proces

Summarize outcomes on the end

Of thinking steps

What happens with input (in advance)

Mutual Understanding

Information Provision

Bigger picture show complexity

Bigger picture plurality (other SH's)

Bigger picture collective interest/needs

Complexity value people

Common starting point

Complexity Abstract content (time/topic)

Shared Language

Being explicit

Proficiency

Understand each others language

Visual Language

No Jargon

"Rules of the game"

Equality

Difference in proficiency/ knowledge

Influence/ role/ power

Leading role

III   PART D – EXPERT INTERVIEW ANALYSIS
1. Code book

Name		Files	References	
A. Aspects of Productive Dialogue		0	0	
1. Mutual Understanding		0	0	
1. Frames		14	50	
Dialogue principle, free of frames		3	3	
Flexibility of frames		4	4	
Frame of decisions, solutions, limitations		8	10	
Frame of the goal of the night		8	13	
Frame set by government ánd participants		3	5	
Frame the case, scope, being specific		8	11	
Use frames to stay to the point		4	4	
2. Transparancy		14	48	
Summarize outcomes on the end		2	2	
Transparency of the proces		9	13	
Transparency of thinking steps		9	15	
Transparency of what happened with input		8	14	
Transparency what happens with input		6	6	
3. Information provision		14	36	
Bigger picture - collective interest or needs		4	4	
Bigger picture - complexity		5	6	
Bigger picture - plurality of stakeholders opinions		4	4	
Common starting point		8	12	
Complexity - abstract content		4	6	
Complexity - value people		3	5	
4. Shared language		10	30	
Being explicit		4	8	
Learn to understand each others or a shared language		3	3	
No Jargon		4	7	
Proficiency		2	2	
Rules of the Game		1	1	
Visual Language		6	9	
5. Equality		11	33	
Difference in proficiency or knowledge		3	5	
Equality in influence, role or power		4	5	
Equality in time or voice to speak		10	17	
Different people different approaches		3	4	
Everyone has own truth		3	3	
Leading role		2	3	
6. Safety		14	50	
Not to hurt vurnable identities		1	3	
Safe neutral place - people		6	11	
Safe neutral place - space		4	5	
Safe situation - not needed to step outside beliefs		1	3	
Safe situation - say anything you like		3	4	
Trust - being treated fairly, listened to		2	2	
Trust - in executing people		6	10	
Trust - in institutions		3	4	
Trust - in proces1		3	4	
Welcoming and comformtable		3	4	
7. Altruism		14	77	
Caring, willingness to take action		6	11	
Empathy understand situation or role		8	15	
Linking opportunities		3	3	
Listen		8	16	
Openness to present self, non-strategic behavior		4	6	
Show interest, wanting to know		5	8	

Sincerity, integrity, honesty		6	14
Take comments seriously		6	6
8. Openness		14	71
Openness - for change, flexibility		9	20
Openness - for change, new ideas		6	7
Openness - for other values, being vulnerable		1	1
Openness - for other values, let go of ego		4	8
Openness - for other values, to new constructs		13	39
2. Dynamic		1	1
3. Social Ties		2	5
4. A process in time		2	2
5. General Barriers, other		13	59
Definition Mutual Understanding		4	5
Definition Productive Dialogue		8	12
Practical tips, other		10	44
B. Arguments for Productive Dialogue		0	0
Argumentative, Descriptive Outcomes		4	11
Enrichment of Problem Statement		6	7
Not 1 truth		5	6
Sensitivity for the context		5	12
Finding new ideas together		6	9
Design FOR & WITH		3	6
Other outcomes than Mutual Understanding		3	3
Normative		3	4
Democracy and Justice		3	3
NOVI		5	7
Societal or National trends		1	2
C. Creative examples or metaphors		9	13
D. Delft Context		7	14
E. Role Urban Planner vs Facilitator		11	40
F. Institutional Design		1	1

IV   PART D – DETAILED FRAMEWORK

Choices in the framework:

Frames
- frames of decisions, solutions and limiations
- the goal of the interaction
- frame the case, scope being specific

Transparency
- of thinking steps

Information provision
- bigger picture: show complexity
- common starting point

Shared language
- being explicit

Equality
- Everyone has own truth: none has more value

Safety
- safe situation
- trust - in process
- trust - being treated fairly

Altruism
- Sincerity, integrity, honesty
- Take comments seriously
- Caring, willingness to take action
- Listen
- Openness to present self, non-strategic behaviour
- Show interest, wanting to know

Openness
- Openness - for change, new ideas
- Openness - for other values, being vulnerable
- Openness - for change, flexibility
- Openness - for other values, to new constructs
- Openness - for other values, let go of ego

constraints by context for productive dialogue

the productive interaction

platform for productive dialogue and its principles

enablers as support for productive dialogue

details of enablers

PLATFORM FOR PRODUCTIVE DIALOGUE

inquiry · midway · explorative · mutual understanding · learning · reflective · dynamic · exchange

Transparency · Frames · Equality · Information provision · Safety · Shared language · Altruism · Openness

Equality
- Difference in proficiency or knowledge
- Equality in influence, role or power
- Equality in time or voice to speak
- Different people different approaches
- Everyone has own truth

Frames
- Dialogue principle, free of frames
- Flexibility of frames
- Frame of decisions, solutions, limitations
- Frame of the goal of the night
- Frame set also by participants: influence on process
- Frame the case, scope, being specific
- Use frames to stay to the point

Transparency
- Summarize outcomes on the end
- Transparency of the process
- Transparency of thinking steps
- Transparency of what happened with input (afterwards)
- Transparency what happens with input (beforehand)

Openness
- Openness - for change, flexibility
- Openness - for change, new ideas
- Openness - for other values, being vulnerable
- Openness - for other values, let go of ego
- Openness - for other values, to new constructs

Information provision
- Bigger picture - collective interest or needs
- Bigger picture - complexity
- Bigger picture - plurality of stakeholders opinions
- Common starting point
- Complexity - abstract content
- Complexity - value people

Safety
- Not to hurt vulnerable identities
- Safe neutral place - people
- Safe neutral place - space
- Safe situation - not needed to step outside beliefs
- Safe situation - say anything you like
- Trust - in executing people
- Trust - in institutions
- Trust - in process
- Welcoming and comfortable

Shared Language
- Being explicit
- Learn to understand each other's or a shared language
- No Jargon
- Visual Language

Altruism
- Caring, willingness to take action
- Empathy understand situation or role
- Linking opportunities
- Listen
- Openness to present self, non-strategic behaviour
- Show interest, wanting to know
- Sincerity, integrity, honesty
- Take comments seriously

Buildings_BNR_BHeight

- -2.2 - 0.0
- 0.0 - 5.0
- 5.0 - 10.0
- 10.0 - 15.0
- 15.0 - 20.0
- 20.0 - 25.0
- 25.0 - 30.0
- 30.0 - 35.0
- 35.0 - 40.0
- 40.0 - 45.0
- 45.0 - 50.0
- 50.0 - 55.0
- 55.0 - 70,0
- 70.0 - 85.0
- 85.0 - 105
- 105.0 - 130.0
- 130.0 - 170

Buildings_FSI

- 0.00 - 0.72
- 0.72 - 1.04
- 1.04 - 1.22
- 1.22 - 1.38
- 1.38 - 1.54
- 1.54 - 1.77
- 1.77 - 2.05
- 2.05 - 2.66
- 2.66 - 3.94
- 3.94 - 140.98

Density and building heights
(right page)
Source: author, input by qGIS

LEGEND

- Meeting
- Health
- Industry
- Offices
- Hotels
- Mixed use
- Education
- Other
- Sport
- Retail
- Residential

Figure iv.1Proximity of daily
functions (left)
Source: author, input by qGIS

V   PART E – SUPPORTING MAPS

1. Typology of Tanthof-East & Voorhof

A few characteristics of the two post-war neighbourhoods are already mentioned in the aforementioned spatial analysis: monotonous in functions and services and wide ranging infrastructure. The only functions are supermarket, which are in walking distance though. The only larger shopping area is the Hoven, North West of Voorhof, which is barely in walking distance. Both for Voorhof and Tanthof, Delft Central Station is too far and their residents will use the public transport hub of Delft South Station. But as aforementioned, the frequency of trains passing there is low.

Voorhof distinguishes itself as a dense area with high rise with a lot of green next to it. But strikingly, the difference between those sometimes almost 50 meters high apartment buildings, are single-family homes of maximum two layers. In Tanthof-East, the maximum height of a dwelling is 15 meters, which is striking, as the developer of the Leo will place apartments of 70 meters high in the North-East corner of Tanthof-East

	Stakeholder/ Stakeholder group	Stakeholders under stakeholdergroup	Sector	##	Involvement	##	Interest
Conclusions	Municipality of Delft	Spatial planning	Government	1	They are initiator. Leaders of the participatory process	4	They see the development of their plots at Delft South as catalyst of the development of the station and the areas around. They will invest.
Arguments							Development of Delft South as a katalysator ("vliegwiel" for the rest of the developments. The municipality will invest. (Watertorenberaad, 22.01.20...)
Conclusions	Municipality of Delft	Participation department	Government	2	Participation of all parties is vital for the municipality of Delft	4	This is the biggest participation tracks going in Delft at the moment.
Arguments					This project is "both political and a dministrative sensitive" (exploratory interview, 2008)		The participation department support the urban planning department, but also they have to educate the citizens/stakeholders of Delft how to participate (Exploratory interview Natasha Viering, 26.11.20...)
Conclusions	City council	Various political parties	Government	3	The goals that need to be reached by the council are heavily dependent on the Schieoevers, so involvement is high	4	The project is political and therefore, many parties have a high interest in this project
Arguments					The Schieoevers project is an important part in the policy documents and goals of the council as it will provide 30% extra dwellings and 10.000 jobs. The way to go there, however, is rather difficult and opinions differ in the city council. (Various ambitions documents e.g. Delft 2040 (2018), College B&W Concept Ontwikkelplan Schieoevers Noord, MER Schieoevers Noord (2018))		As this project concerns a lot of Delftenaren, political parties will use this project also to protect their voters interest
Conclusions	Province of South Holland		Government	4	Province owns the Kruithuisweg, but is not interested in changing entry and exit ramps	2	Do not want to change anything to Kruithuisweg, but want to have better connectivity of public transport
Arguments							The province has interest in the development of the station areas and the Schie, as it is a part of the mobility and housing goals of the Province
Conclusions	Metropole Region Den Haag-Rotterdam (MRDH)		Government	5	The metropole region speciifc put also specific ambitions forward about this corridor between The Hague and Rotterdam housing, mobility and working is an important factor of those ambitions	2	This is a katalyst project
Conclusions	National Government		Government	6	As this is not an immense regional strategic project, the government is not in this project	1	As this is not an immense regional strategic project, the government is not in this project

##	Power/ Influence	##	Attitude	##	Other comments	Conclusion: role by Murray-Webster
4	As leader and initiator, they organise the project and process. The final call however, is made by council.	3	They are initiator.	4		Saviour
	"Ook moeten we kijken of dit gebied op langere termijn geschikt blijft voor milieucategorie 4-bedrijven. Als we bedrijven weg willen? We kunnen ze daar alleen toe verleiden, wij zullen ze daar nooit toe dwingen." (Derk van Schoten, Pressrelease, 19.02.2019)		"Er zit geen spanning tussen deze motie en de koers die we willen varen.Van gedwongen vertrek is geen sprake. Wel is het zo dat, in gebieden waar de eigenaar aangeeft interesse te hebben in herontwikkeling, wij als gemeente daar aan meewerken. En dan gaat het wat ons betreft om een herontwikkeling waarmee het gebruik intensiever wordt. En waar wonen en werken dicht bij elkaar komen. (Derk van Schoten, Pressrelease, 19.02.2019)		" Wat waar precies gebouwd gaat worden en in welke aantallen en tot welke hoogte, dat moet nog worden ingevuld. Daarbij kunnen we ieders denkvermogen goed gebruiken. We hebben nu een COP, er is nog veel participatie en betrokkenheid nodig om daar een DOP van te maken – een definitief ontwikkelingsplan. We staan voor opgaven met een enorme impact voor de stad, voor iedereen."	
4	Do not have much influence on the project itself.	2	Neutral, support Urban planning department as long as they don't deceive stakeholders	3		Friend
	Influence the process of participation for this project and therefore work in close contact with municipality and other parties. (Exploratory interview Natasha Viering, 26.11.2019)		Veel informatie is nog niet share-ready > we moeten hier uiteraard transparant en inclusief zijn, maar wel op het juiste moment. (Exploratory interview Natasha Viering, 26.11.2019)			
4	The Schieoevers project became political sensitive, by the media attention during the years, which makes the possible interference of the city council is big	4	In favor, but critical. Stated conditions when voting for the motion.	3	"This plan is one big charm offensive, by politicians and the plan makers" (city council member in informal conversation)	Saviour
	The city council voted for the notion given by the people during the Overlegveradering of 22-01-2019. Here they made sure that current businesses would not be curtailed in the upcoming plans. So the city council influences the project for sure, but also the process the previous executive board was at odds with BKS which caused tensions in the project, but as president of BKS said during the Overleg-vergadering 22.01.2019 "But let's put first that we experience the collaboration with the municipality as very pleasant. Where collaboration was under pressure at the start of 2018, the atmosphere clearly improved with the coming of the new executive board." (Rene Harteveld)		The council is critical on the plans of the planning department, but they agree the development of the Schieoevers project and in specific the Delft South Station. This project has known different stances from the councils, as they change of over the years			
3	Bigger plans and city council influence	3	Mobility nods are focus	4		Saviour
	Inlfuences the council with bigger plans and owns the Schie. Also, they are the dealbreaker when it comes to the extention of the four tracks towards Rotterdam. As also named during the Overlegvergadering "Partly, you've fallen prey to lack of policy at the Province at the field of business parks."		They see an enormeous challenge for the mobility nodds, including the blue lines. Making industry is important for the economy. "Voorhof is the most dense piece of the Randstad, but they all use Delft Central…"			
3	Metropole region	3	All their statements come back in the COP	4		Saviour
2	National government	4	As it is in line with creating more housing, they are in line with the province their attitude	3	Municipality of Delft tries to reach to the national attention on the project to a sustainable atmosphere (articles about development Delft Campus station) but there has been also negative attention about the discussion of working versus living "Living seems more important than working in Delft. It is by the way a national known problem, the Delft Dilemma 'working or living'" (Mick Eekhout, Octatube, Company on the Schieoevers)	Sleeping giant

	Stakeholder/ Stakeholder group	Stakeholders under stakeholdergroup	Sector	##	Involvement	##	Interest
Conclusions	Ministry of National affairs (BZK)		Government	7	Attends meet ngs like Watertorenber ad to keep track of development and regional goals and ambitions	2	Sponsor of Watertorenberaad meeting
Conclusions	Waterschappen		Government	8	Not very involved, but is involved in subprojects because of watermanagement	1	When plans (on water management) become more concrete, interest will increase
Arguments					Not seen a lot in the past processes, but this area is having water issues and the Schie. Polder pumping station is owned by them.		
Conclusions	ProRail		Market	9	The development of the 4 tracks is an important factor in the development of the station	3	For ProRail it is not only important that the trains run frequently, but also that other facilities are good, in order to make a smooth transit hub (first and last mile
Arguments							
Conclusions	NS		Market	10	The development of the station is an important factor in the development of the area, but NS takes a more wait-and-see role here as the station has only 4000 vistors every day, which will not grow substantially with a lot of new dwellings, they first want to see that number rising	2	Only when there are more visitors, NS will be more interested and will take a more active rol in the development. Now it is more a sit-on-the-fence-and-s attitude
Arguments							
Conclusions	Business Owners Schieoevers (BKS)	see image, but are represented as a whole in BKS, but also the Southern part of the Schieoevers	Market	11	Highly influences the future of their businesses. Organised themselves professionally to offer a counterweight to the municipality	4	Especially when the Schieoevers project wa annouched, they were shocked by the plan and them being left out
Arguments					Are since moment one very involved in the project, as the plans an hav a large nfl c n their businesses. The number of speakers during the Overlegvergadering on 22.01.2019 was almost historical which caused the city council meeting to last into late in the night, which shows the high involvement of all businesses of the Schieoevers in the planmaking.		One comment during the Watertorenberaad was v illustrating for the interest and also emotion which has towards the project (the discussion was about h many houses should be build around the station) "1 shocked by these numbers, while there are j companies there! I am here prancing indignation t this group of people is talking about a future of somee l e, w thout tak ng in o acco t b s ne s g ou without resident group
Conclusions	Developers	Konder Wessels Vastgoed, Amvest, Certitudo	Market	12	When about concrete plans, they are involved, but also more on the background	3	Different developers have different interests, but their interest is very high in the the amount of development and the programme around
Arguments					The ones which have already concrete plans (Certitudo) are highly involved in the plans and actualities, as they benefit from a faster process. For Amvest and Konder Wessels, they are mostly involved in the Schieoevers project, but not develping around Delft Campus Station. However, as the processes are intertwined, the developments are relevant for this stakeholder		How faster this decision is made, how better for us. have the risk that investors will leave us when it takes long. We don't see why we can't build already, as plans match with the ambitions and also could funct as katalysator of the a

##	Power/ Influence	##	Attitude	##	Other comments	Conclusion: role by Murray-Webster
3	Ministery	3	Positive about the collaboration and innovation ambitions.	3	Sees "a complex assignment contradictions, a susatainbility challenge and a businesscase to complete" (Watertorenberaad, 22.01.2019)	Saviour
1	Have the power to block plans	3	Not known, but plans are thinking about water management and reuse	2		Time bomb
4	Development is dependent on speed of development of tracks and trains (makes area more attractive)	3	Positive, works hand in hand with their strategies, but will do nothing 'extras' except from the tunnel	4		Saviour
					"Becuase ProRail wants to start this summer with the tunnel. And the project is already 'aanbesteed'? Already put in motion. Everything is signed and sealed and they start this summer. So we have like unti January 2020, then they build the tun el." Back then we had no money as municipality, it was not going so well and that's actually the reason why we agreed with this. And actually the tunnel as it is now is already extra compared to the original agreements. It's already better than what it was, or what ProRail wants."		
2	If NS won't make a more accessible pleasant station, this will also influence other developments around and the liveliness of the place. Transfer is really bad at this station	2	The project is good for them though, will serve them more visitors. They want to see more functions and activity in a range of 100 meters. Delft Zuid is one of the worst scoring stations of the Netherlands	2		Trip wire
4	As they are organised, they have a big voice. But still, they are in unequal position with the developpers. However, the municipality cannot force them to leave (most of them at least).	2	The plans of Schieoevers influence the businesses of Schieoevers negatively	1		Irritant
	Although BKS is involved a lot in the process and they call that collaboration "constructive", there is, as pres den Rene Hartev ld stated during the Overlegvergadering, "Nevertheless, there are unequal positions. Where we try to positively influence plans, but the municipality máke the plans. And although the college offers us various possibilities to deliver input, it is the question what exactly happens to that input.		BKS does acknowledge that there is a potential for this area and they also came up with own plans with densfication and housing. "Our plan will stimulate, and the conversation with the municipality is constructive. We have to agree on fundamental things. " (Rene Kluft, BKS). However, they don't want to be curtailed in their businesses and potential growth of them. This causes tensions with the plans of Marco Broekman, which shows residential towers on places where businesses are now. "That dark yellow spot on the map, that makes me worried" (Rene Kluft, Festo BV, during Stadsgesprek Schieoevers)		Although in press releases and public hearings there is said it is a constructive dialogue between municipality and BKS, the tension is noticable. The relationship has been improved with the new city council, but businessowners put pressure on transparant processes of how their input is being used, formalized agreements that protect their businesses (that already went wrong between the MER and COP) and organize themselves professionally in order to have a weight against the municipality.	
4	Companies think that developers have a big influence (and they do on the process) but for final decisions they are also waiting on the municipality	4	Their business is the developing in this new plan	4		Friend
	Certitudo does not have a direct influence on the municipality, but for instance has on the Watertorenberaad and puts pressure on the municipality to build, see previous comment		In favour of t he ambitions to develop a lot of housing which will happen mostly around the station, where Certitudo has ground. The total image of the developments around the station are important for developers of the Schieoevers. The development of Delft South is crucial to make this area a success.		In the plans of Certitudo you see a densification and addition of housing, but there is no real intention to improve public space/life neither ambitions for circularity. They support the development of Delft Campus Station, but could hinder productive conversations with the surroundings or other stakeholders as they have their own agenda.	

	Stakeholder/ Stakeholder group	Stakeholders under stakeholdergroup	Sector	##	Involvement	##	Interest
Conclusions	U b ni t & Archi ecte	Marco Broekman	Market	13	Their project	4	Their job + as this project is so politically sensitive it could also hurt their reputation if they don't execute it properly
Arguments							
Conclusions	Delft University of Technology		Institution	14	As the Schieoeve s Noord development is adjace t to the TU Delft Campus, the development is relevant. Also, different professors of the TU Delft are called in and/or involved in the development	2	More a sit-on-the-fence and see position.
Arguments							
Conclusions	VNO-NCW		Institution	15	VNO-NCW helped BKS in their lobby against the plans and helped them with composing their own plan	3	As there is quite something at stake for the businesse this is an important point for the VNO-NCW
Arguments							
Conclusions	Housing Coorporations	DUWO, Vestia, Woonbron (Viomes)	Institution	16	Already involved in processes like the Watertorenboard but do not have a real influence (yet)	2	This is one of the location in Delft which could be new housing
Conclusions	Environmental parties	Natuurbescherming, Luchtwachters	Institution	17	Not involved (yet)	1	This place is an important shackle in the green-blue structures
Arguments							
Conclusions	Citizens of Delft South - home owners		Civil society	18	Development of Delft South will have implications for their living environment. Plans are not concrete though	3	Development of Delft South will have implications for their living environment. Plans are not concrete thoug
Conclusions	Citizens of Delft South - tenants		Civil society	19	Development of Delft South will have implications for their living environment. Plans are not concrete though	3	Developmen of Delft South will have implications for their living environment. Plans are not concrete though
Conclusions	Future citizens of Delft		Civil society	20	Not represented	1	As they are going to live there
Conclusions	Users Delft South Station	Organized as "Rover"	Civil society	21	Organized in travelling group Rover they are somewhat involved in the developments as it will affect public transport users	2	They benefit from a more smooth and lively mobility hub

##	Power/ Influence	##	Attitude	##	Other comments	Conclusion: role by Murray-Webster
n	Because of proce s nd political sensi ivity, they are more following then leading. This is visible in the DOP which is a bit messy	2	Designers of the plans	4		Friend
	Although they are the ones who are drawing the plans, they certainly do not have the biggest influence as this project got politically sensiti e, they have to be conscious about decisions in order not to distress other actors. hey are very dependent of other stakeholders and their wi hes. As they said during the S adsgesprek "All those pictures with all those towers, we should not do that anymore"					
2	TU Delft has a big influence on all the develpoments of Delft	3	More a sit-on-the-fence and see position.	2		Sleeping giant
			The attitude to the project from the TU Delft is plural, as there are different actors and professors involved who can differ in opinion. On the other hand, there is not enough housing for their students and employees, and they would like to see that start-ups and ideas from the TU Delft could find a place in Delft. However, they hvae not shown any interest to improve the entrance to the campus from Delft Campus station (although the new name would indicate that)			
3	Their lobby was effective (see article)	3	Same as BKS, helping out	1		Saboteur
			Together with the Economic Platform Delft (EPD), delivered own reports where they present that "Mr. Eekhout published recently the report 'Conclusions Orientation phase' and sent to the municipal council. The core of it The report is that there is too little room for companies and that it is not necessary to realize extra houses."			
3	Already involved in processes like the Watertorenboard but do not have a real influence (yet)	2	Would like to build more (social) housing around station areas	3		Friend
2	If projects are of interest, they can have substantial power	3	Neutral for now	3		Time bomb
h	Property owners can not be moved	2	Current plans differ substainally from current homes, as well as planned functions, user groups and mobility. Issues like heights, density, parking, etc could be an issue. Current inhabitants are happy with how it is right now.	1		Irritant
3	Tenants can be moved, depending on their housing coorperations	1	Affraid to lose their home (new plans differ substantially from the housing which is there now), but in new plans, current structures are not adjusted/removed (yet)	1		Irritant
3	No one (except for builders who need their money) represents them	1	---	3		Friend
3	Organized as travelling group, they have some influence on the public transport around the station, but in the participatory processes so far, they are not included yet	1	The ambition to make the station a smooth transition mobility hub, is of course where Rover lobbies for. The name however, they do not agree on "The proposed change to the name of "Delft Zuid in Delft Campus" finds Rover confusing and therefore not a good idea the actual campus of the TU is located at 20 minutes walking distance from the station."	3		Friend

VII PART H – GAME DESIGN PROCESS

1. Serious game design canvas

Adapted from Korhonen et al.(2017), the better known Business Model Canvas formed the basis for their canvas. Empty (below) and filled in (right page).

The canvas is solely used as a design tool for the first details of the game and therefore is not updated to the latest prototype. With this canvas, I tried to give insights in my line of thinking and show the complexity of game design: what does it take to make a workable prototype and which steps do you have to think off?

Blue text in the filled in canvas are doubts over choices that filling in the canvas brought to light.

SERIOUS GAME DESIGN CANVAS
What s needed to design the game? Goals and aims set up atmosphere and considerations. Adapted from Korhonen et al.(2017)

Aims and Goals
Reason for the game
Aim of game
Objective of game
Output of game

Experience
What is the game?
Where is the participant a ming at?
Where is the game leader a ming at?
low in the game?
Narrative of the game?

Players
Who?
Alone or in a team?
Roles?
Everyone plays?
Player restr ctions?

Game Mechanics / Choices
Choices decision paths
Turns rules limits
Time
Randomness

nfluence / Change
earning objectives/results
Behaviour change
How does game influences players?

Game Feel
ook and feel
ooks like Associations
Genre
Aesthetics

Feedback / Rewards
Levels points achievements?
How do players see their mutual or individual progress

nteraction
Controls settings?
How is game played?
How does it progress rounds?
When is it done?
s the game repeatable? Fun to play another time?

Impact
- fun & playfulness?
- emotional engagement?

Limitations
- Cred bility?
- Other

Effort
learn to play / learn to master?
knowledge constraints?

Resources
- knowledge & skills?
- budget?
- how to produce?
- scalable?
- timing? Effect time testing

A UP

GAME DESIGN ASPECTS

CONSIDERATIONS

OBJECTIVES

Players

Who?	Citizens businesses municipality urbanist developers other important stakeholders
Alone or in a team?	In a team together trying to win from the game (no rivalry between the players)
Roles?	No role play as you dont find out each others mental models. Reflection on self is important, yet reflection of others positions is of importance as well. The role of part c pants is being an analyst (describing patterns and problems in context) and an advisor (bringing ideas solutions).
Everyone plays?	No process leader (an urbanist) is leading secretary is noting down. In this way urbanist can hear everyth ng out without judging. Secretary writes everything and also observes those have a debrief after to see if everything is understood. Process leader should be neutral.
Player restrictions?	Not too many var ety of opinions is important rather than quantity. Max 8 players (10 including the process leader minute taker).

Experience

What is the game?	Collaboration and learning tool a conversation starter and facilitator and promotes participants to be reflective.
Where is the participant aiming at?	To explain their realities how they see the place and its future to get to know other realities and find new solutions. Having a fair process and being heard [procedural justice].
Where is the game leader aiming at?	Being informed about other realities and views on the place show its multi-subjectivites generate ideas and input for spatial design.
Flow in the game?	1. First formulate cho ces for themselves (informed choice questionnaire) 2. Explain and question each other 3. Collaboration for choices for focus points in the design. So its dynam c how people work individual and together think for themselves and think together.
Flow in the game?	Goal of the meeting clear > says someth ng about end of the game

Aims and Goals

Reason for the game	Conversations between c tizens and planners are lacking quality they dont understand each other so conversations dont contribute to change in plans.
Aim of game	Facilitate a productive d alogue between participants and designers and improve their mutual understanding to come to more informed and innovative plans.
Objective of game	1. Reflect on own vision why do I want what I want? 2. To understand each other where are the coming from where are they scared of instead of just asking why they do/dont like something understand their prejudices. Renew the mental images about each other learn about other realities explore each others opinions 3. Find new ideas together 4. Feel the d fferences between people and learn about the complexity of bringing it together.
Output of game	Spatial design input enrichment of the problem statement and new ideas.

GAME DESIGN ASPECTS

Game Feel

Look and feel	Playful simple and intuitive explicit and reflective. Should encourage playfulness of the users be informal and collaborative environment. Not too childish rules (is in conflict with time out cards?)
Looks like, Associations	Get people excited Other associat ons? Scrabble?
Genre	...?
Aesthetics	Simple and understandable not too hip and abstract. Images and forms which are intuitive to every sort of participant. Not mislead ng and making things more beautiful then they are (spatially).

Impact

Fun & playfulness?	Not too playful some people take part c pation very serious you might hurt them when making it too ridiculous. Should be fun but being specific...?
Emotional engagement?	Participants should talk from their own perspective. How they are attached to the place. Being specific as solution for this...?
How to keep people involved?	As tle as possible idle time. Working in pairs being busy always can emerge them self in the interaction. Other...?

Influence / Change

Learning objectives/results	Learn about each others perspectives learn about other realities.
Behaviour change	To be more reflective on mental images of others renew those trying to understand dissenters. and look for new ways. During the game itsel f participants change their behaviour by breaking through dominant communication patterns (Bartels 2012) because of the playfulness of the game.
How does game influences players?	Realizing that there is no such thing as one truth. Learn about the complexity of getting to a design w th the multi-subjectivities setting

Interaction

Controls, settings?	...? The game leader leads the game and keeps track of the controls and settings.
How is game played?	...?
How does t progress, rounds?	1. First formulate cho ces for themselves (informed choice questionnaire) 2. Explain and question each other 3. Collaboration for choices for focus points in the design. When is a round done? ...?
When is it done?	...?
Is the game repeatable? Fun to play another time?	That is not the goal of the game although that contradicts the fact that the process should be flexible. Maybe only to deepen one subtopic the game could be played another time. This could contribute to the iterative approach which is desirable in participatory processes. Settings should be adaptable?

Play multiple times? Cannot compare, but evaluate play better?

Game Mechanics / Choices

Choices, decision paths	Choosing between different patterns first individual and then in discussion. More choices...?
Turns, rules, limits	Turns important that everyone has equal speaking time. Fixed round of players but people should be able to react on each other arrange this with an interrupt on cards. So it shouldn t be a fixed round? People can get warnings for talking at once eventually a time out. More rules?
Time	The game rounds should take a max mum of 2 hours. 2.5 including welcoming with coffee/tea introduct on closing and drinks after. How to put time limits? Limits to speaking time? (Time) limits to rounds?
Randomness	The game shou d have unexpected elements wh ch keep the conversation lively. The interruption cards are an example of that. More randomness?

Feedback / Rewards

Levels, points, achievements?	Something should motivate to proceed but should not cause a division in team can win the game. Only by collaboration a team can win the game. Should there be multiple ways to win? How do you define when youve won?
How do players see their mutual or individual progress	Winning is about winning from the game as a team. There is a mutual progress t s not about winning in a dialogue.

CONSIDERATIONS

Resources

Skills?	Skilled process leader? Who is that going to be?! Realistic: that anyone but me is going to master the game and also can lead it! [Limitations in principle Im the urban designer so I should be process leader as I weigh an I input? At least I should be in the game.
Budget?	Game should be inexpensive as all costs are for author. Budget should include prototyping final model pr nting and promoting rent ng a place in the community house (or choose for a less neutral place like the TU Delft or Plein06) coffee/tea et cetera.
How to produce?	Game should be produc ble within the facilites of the model hall of BK
Effect, testing?	The framework will be discussed with focus group and be tested on its effects in three different prototypes test rounds.
Space?	Preferable close to the location for instance Herman Gorterhof otherwise Plein06 or TU Delft can facilitate room.
Time?	End of afternoon beg nning evening?

Effort

Learn to play / master?	Game should be intu tive function without expensive extra materials
Knowledge constraints?	Game shouldn t conta n jargon technical details should be explained (idea card dictionary) and all different participants should be able to understand. How much (technical) details should the game get?

Limitations

Credibility?	Not a real process how ser ous will people take it? Theres nothing at stake this implies a free space which is normally is not there.
Scalable?	On a normal participatory night there should be multiple sets of games ava lable. The game can be played with 3 to 8 players but if there are more attendees at that night there should be more tables and process leaders to play the game.
Time?	In this research there is no time to have an iterative participatory process so the game is not adjusted to that now we can t play multiple rounds on different moments.
Other?	How to deal with technical constraints show them! Leave them as they are? not matching with construct "correct frames" But also hinders creativity to show all limits...?

VII   PART H – GAME DESIGN PROCESS

2. Focus group results

When the clear design brief and program of requirements was formulated, multiple focus group sessions were organized in order to start the designing process. With five game designers from different disciplines and different backgrounds, the program of requirements and first ideas were discussed. As the five designers were not able to meet in one session, four different sessions were held with every time a different set of questions, depending on how much further the game developed. Every time, however, the questions could be categorized on the three game aspects: A. the Dialogue Framework (how to translate the dialogue concepts and constructs in design), B. The Game Dynamics (how to design intuitive and playful games) and C. the Spatial Context (how to process the context of Delft South into the game properly). this is shown in the table aside.

DESCRIPTION FOCUS GROUP SESSION DESIGNERS	PhD in Urbanism & Communication, focus on community building	Product designer in the Participatory City Making group	Urban Designer, designs urban workshops and games	UX and Interaction designer who both make difficult-conversation tools
FOCUS GROUP SESSION TOPICS AND QUETSIONS	• practical matters • inclusiveness • coordination for the one who speaks • intangible constructs: how to ensure and measure them • finding participants • aesthetics	• brainstorm on how to fill in the phases • how to evaluate current games	• how to fill in the spatial content • place of Delft South in the game • patterns and guidance to spatial outcomes • role urban planner	• how to translate constructs to design and bringing focus in the framework • conversation tools • name for the game and metaphors

IDEAS, TIPS AND OTHER OUTCOMES					
dialogue framework	• [safety] inclusive environment works from the beginning or not: short time to shorten the distance between people. • [safety] Because of interaction rules, people feel safe • [listen] Coordination who speaks: f.i. with an attribute	• [equality]: something like an homework assignment: take something to show how people see the place • [shared language] Move imagination of people, prepare cards with pictures	• [complexity] make sure to make participants to understand that not everything is possible (money, time, ...) • [shared language] explain your story following "a day in Delft South" is recognizable	• [safety] Informal talks are important! Make time for that! • [equality] make sure everyone is equal from the begin: facilitator also joins in introduction • [openness] pin where people live (personal info)
game dynamics	• Energy levels: different scenarios to keep the energy in the room; cards that facilitator can use. • Explanation of rules not longer than 5 minutes, not too complicated! • Have probing questions ready for hard questions. • Main goal is to have fun and gain answers. Feeling of spending time productive	• Fine line of having fun, be playful and childish: framing is very important and the goal in mind. • Time different parts: not too strict, but to see if everything that you want to discuss, fits into the design: forcing you to choose • *Many different concrete ideas for game aspects*	• Small introduction of the spatial context is needed. Here, the idea of the 2 different game rounds is started. • Concentration span is maximum 45 minutes: Game could be a football match (2x45) • Participants making choices for them selves, discussing as a whole	• Make the storyboard visible as a guideline during the game • Guidance booklet for urban planner/facilitator and minute-taker/observant • Do a metaphor study to have clear story line/theme • Ice breaker for introduction but this is not your research: use an existing one > 99 games.
spatial context	• What will determinate the discussion and when?; patterns are the stones in the bowl, choices are the sand and flexible in between • Idea: let go more and more information, during the game.	*no input for spatial aspects*	• Using the appointment of key projects as a final step • Explaining the concepts of patterns (at Zwarte Hond called building blocks) as illustrative solution directions • *General tips on breaking down the analysis of Delft*	• Spatialize/pin the needs and comments of people • Literally mapping something together. • *furthermore, no input for spatial aspects*

VII   PART H – GAME DESIGN PROCESS

3. Metaphor study

The essence of the game was to aid the urban planner in facilitating a productive dialogue In order to support the urban planner understand other realities and with that give meaning to the design. The feel of the game must be "sincere, sharing and recognizing": an open atmosphere where people felt at ease to share their thoughts and throughout the process understand others' utterances (but not necessarily agree). Be open as everyone lives in an own reality of the world, as everyone has a different frame because of their attitudes, social norms and experience. (metaphor 4). Only then, a total approximation of a complete bandwidth of reality can be found (metaphor 2).

Other metaphors revolved around the fact that productive dialogues are difficult to reach. It is a process which takes times and care (and thus cannot be done superficial). That means effort, patience and above all, sincerity (metaphor 5). Next to that, conversations with dissentes are not easy, people tend to avoid these situations. To reach a true dialogue however, one should sincerely do his best to come to the core of someone's utterances, even if there has to go through less comfortable parts (metaphor 3). This sensitivity and the pressure that sometimes has to be put onto it to reach to the rare condition of a dialogue, is reflected in metaphor 1.

Metaphor 1: The emergence of crystal
Despite crystals are everywhere in nature, they are rare because they happen in rare conditions: under pressure > emphasis on sensitivity of conditions and effort that has to be made to make something beautiful.

Metaphor 2: Combining lights
Every colour is different but together we make new ones > emphasis on multi-subjectivity setting different realities and getting new ideas when combining. Together we make an approximation of reality.

Metaphor 3: The preparation of Artichoke
Artichoke is quite a hassle to prepare and with every bite you have only a small taste of the vegetable (leaves). There is also a core you have go through (hay in the middle), which does not taste great. But after all the effort you have a delightful treat: the middle > emphasis on effort that has to be made.

Metaphor 4: The usage of film frames
we don't see things as they are, we see things as we are > emphasis on frames and own realities, without frame to be non judgemental.


Metaphor 5: Growing a tree
Trees that provide fruit don't grow in a day, they need attention, love and proper conditions > emphasis on effort, patience and sincerity

4. Example study + idea cards

50 different games were gathered to get inspired, see good examples and to do a study on what is already there. Below six games for the urban planning are displayed. Among the other cards, there were also examples of family games and conversation games like "the Empathy game"

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[11] METHODKIT FOR CITIES

Cards provide a framework for people to build workshops, conversations and ideas around. We have found that their simplicity allows for greater conversation, using the cards to spark conversation and ideas. At the end of the day, it is the ideas that matter, not the tools used to create them.

Like + Dislike:
  For spatial patterns!
  Description without direction.
  Discussion & debate are more important than the tool
  Straightforward language. Get rid of the unnecessary words not the complexity.

Relating to constructs:
openness
safe situation
trust
show interest wanting to know

---

[12] SCENARIOS – THE GAME

A board game that encourages stakeholders to think through the potential implications of various development scenarios for their city during a time of shrinking governments and increasing heterogeneity. This is a good example of the ways in which a 'play approach can make it easier to work through different perspectives and to prevent conversations and decision-making from becoming too

Like + Dislike:
  look to future to the potential
  shows complexity of a project
- too complex for target audience?
- scenario making (not suitable for this project)
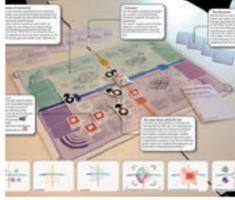
Relating to constructs:
openness for change
Bigger picture complexity
Explain thinking steps
Safe place

---

[13] DER PLANTEPPICH

With Planteppichen you support the creativity and planning competence of your team practically and interactively

Like + Dislike:
  Gets people active
- Not really a game
- Too big to produce
- Need quite some facilitators

Relating to constructs:

---

[14] MOBILITY SAFARI

Mobility Safari is a co-located board game for four to six players. The game narrative is embedded in the local mobility narrative and the city's ambition for a sustainable urban mobility system. The game board is divided in differently coloured tiles that represent the main tiers of these policies. Players move their playing figure on the game board by rolling a dice and start or join mobility initiatives develop new services and implement different projects.

Like + Dislike:
- suitable for challenges like energy or mobility but not rooted in a spatial context
  visually attractive
- little players
  different game elements really a game

Relating to constructs:
Show complexity
Equality (in speaking time)

---

[13] BUURTPLEINENSPEL

Here the design assignment is explored for squares in a neighborhood Consideration is given to diversity distinctive character target group and theme It forms the connection between various services at the municipality such as spatial planning management sports care and welfare The game can then also be played in the neighborhood with local residents with the aim of jointly determining who the target group is what activities can take place and what atmosphere suits the place By playing the game local residents provide designers with the design assignment (Urban Senergy 2019)

Like + Dislike:
  Different kinds of pins are used to make comments visible
  Pins provoke a certain conversation
  Consideration is given to diversity
- This game can only be used to squares on a neighbourhood square

Relating to constructs:
equality to speak
visual language
frame the case
values new perspectives

---

[8] VERDICHTINGSSPEL

The aim is to process all the houses to be built in the existing built-up area. Start the discussion about the compaction in your municipality with the Compaction game. It is an initial investigation into which opportunities lie where. Do you want to add a golden edge or do you see room for both compaction instruments?

Like + Dislike:
  Gets people active
- Not really a game
- Too big to produce
- Need quite some facilitators

Relating to constructs:
Complexity

+30
MORE

A few examples of the idea cards. Red edges did make it to the first prototype of the game. Real idea cards were written on small cards.

8 "PARROT" CARD

☐ Complete game ☐   Spatial pattern ☐ Rules
☐ Part of game ☐   Practical solution ☐ _____

Explanation

Parrots repeat themselves: repeat every time the two last words with a question mark to find out what someone really means

Goals /Relating to constructs:
- openness
- show interest, listen

Like + Dislike + Q's:
-   annoying
+ really understand ideas
+ unpredictableness of game
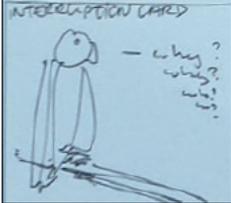
3 PATTERN MATCHING

☐ Complete game ☐ Spatial pattern ☐ Rules
☐ Part of game ☐ Practical ☐ _____

Explanation
Patterns have certain codes which match (or not) with sides of others: collaboration and negotiation

Goals /Relating to constructs:
· show complexity
· own reality; not 1 truth
· explain thinking steps

Like + Dislike + Q's:
- difficult to be truthful?
- complex?
- does not reach the goal?
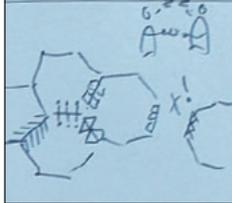
5 JOKER

☐ Complete game ☐   Spatial pattern ☐ Rules
☐ Part of game ☐   Practical ☐ _____

Explanation
What if card: people can add a solution. Fits to anything

Goals /Relating to constructs:
· Flexibility
· Different people, different approach

Like + Dislike + Q's:
+ stimulates creativity
- fits to anything? (undermines the set frames)
- once disliked, never used again

2 YELLOW CARD

☐ Complete game ☐ Spatial pattern ☐ Rules
☐ Part of game ☐ Practical ☐ _____

Explanation
Minus points for talking at once. Just like football, 1 time your warned, 2 times you have yellow card, 3 times you are out for a while

Goals /Relating to constructs:
· equality
· listen

Like + Dislike + Q's:
- childish
- demotivates
+ makes sure everyone is respectful
+ explains rules of interaction

20 KNOCK KNOCK

☐ Complete game ☐   Spatial pattern ☐ Rules
☐ Part of game ☐   Practical ☐ _____

Explanation
Who's there card: let the voice be heard who's not present but also (wants to) have an influence

Goals /Relating to constructs:
· Bigger picture: complexity
· Openness for other values

Like + Dislike + Q's:
- needs proper preparation
- when does this happen? how does it relate?
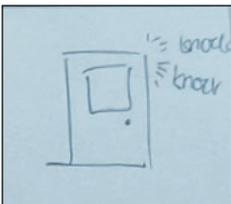
15 THE ROBBER

☐ Complete game ☐ Spatial pattern ☐ Rules
☐ Part of game ☐ Practical ☐ _____

Explanation
When someone breaks the rules, he gets blocked by the robber - as a time out. Just like the settlers of Catan. When throwing 6 with the dice, you can talk again

Goals /Relating to constructs:
· equality

Like + Dislike + Q's:
+ nostalgia
+ less strict than yellow card
- childish
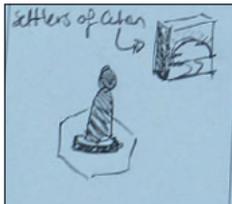
+20
MORE

VIII   PART I – PROTOTYPE 1.0

1. Prototype elements

Below: an example of a pattern card
Below: playing board with the project area in an aerial view
Aside: six interruption cards
Aside below: the four themes with an extensive explanation

Label	Description
	Color of spatial theme
ADD PROGRAM TO THE HIGHWAY H4	Title of pattern
	Pattern code: letter of spatial theme + number of pattern
	Example of how this pattern could take shape.
Infrastructure should be porous and include functions as part of its program. Also to increase the feeling of safety underneath a cross-over, and to reduce the barrier effect. Therefore, sightlines should be accentuate, as much as possible.	Explanation of pattern: what is it and what does it deliver?
0 buildings/project	How many new buildings there will be created.
24/7 hour square	Type of square.
Market: NS/ProRail	Responsibility.

– DONKERE GLAZEN HEBBEN DIEPERE GRONDEN... –

– DE AANHAAKKAART –

– DE VERREKIJKER –

E FRISSE BLIK KAART –

– HET BRILLEN DOEKJE –

K JK + LUISTER KAART –
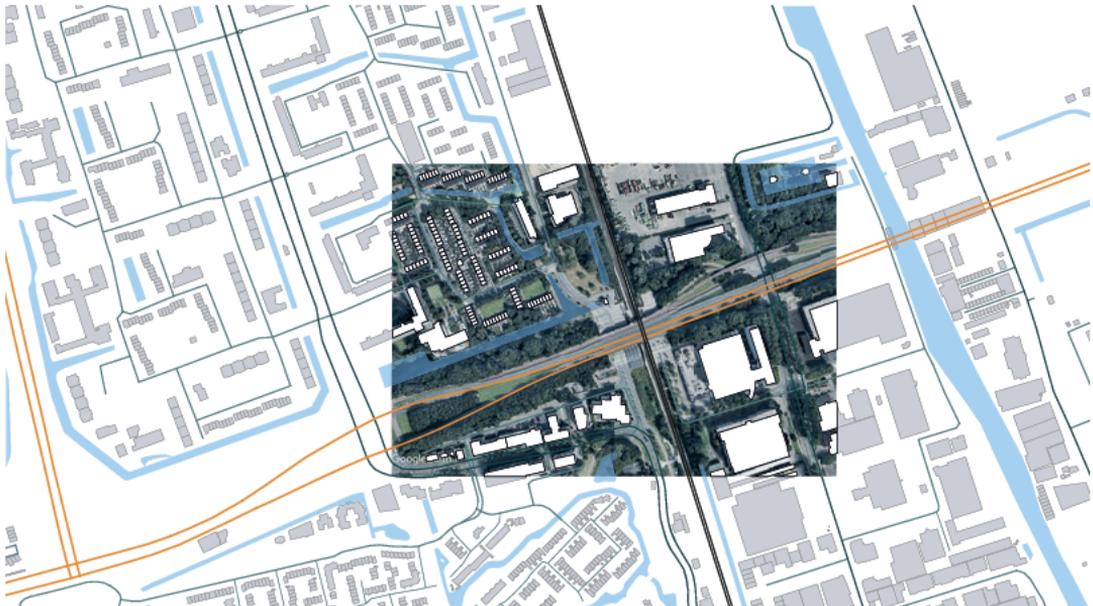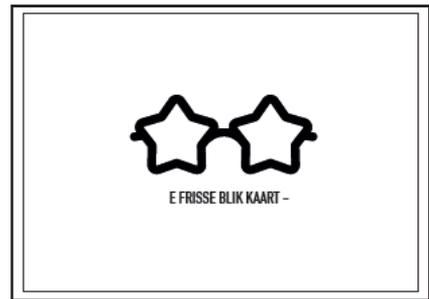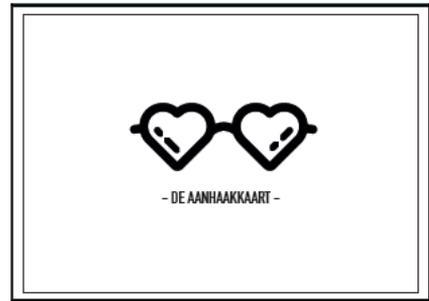
DE KLIMAAT ADAPTIEVE STAD

1. groene structuren verbinden
2. groene routes
3. langzaam verkeer
4. water management
5. micro klimaat
6. lucht kwaliteit
7. plekken in de zon en schaduw
8. duurzame uitstraling materialen

DE OVERSTAP MACHINE

1. slimme mobiliteits oplossingen
2. soepele overstappen (last mile oplossingen)
3. logistieke hub
4. verbeteren reginale en stedelijke verbindingen
5. herkenbare stationsomgeving
6. barriers slechten

WONEN BIJ HET STATION

1. woningdifferentatie
2. inclusief en divers
3. wooncarriere
4. verdichten
5. overgang publieke ruimte en prive sfeer
6. aanhechten en meekoppel kansen Voorhof en Tanthof
7. herontwikkeling van de menselijke maat

MULTI FUNCTIONELE RUIMTE

1. veilig verblijfsgebied
2. rust en reuring
3. levendig gebied met mix van functies
4. diversificatie van functie aanbod
5. ontmoeten stimuleren
6. werkgelegenheid
7. lawaai kunnen maken/ bedrijvigheid

VIII   PART I – PROTOTYPE 1.0
2. Detailed evaluation

1. Dialogue Framework

Frames	Be clear on your intentions, even if that is getting societal support. Now the story seems to be too good to be true so people get suspicious.
	For participants it was not clear what the goal of the night was.
Transparency	What happens with input: not clear how this contributed to the formation of a spatial vision
Shared Language	Jargon: too much jargon on the pattern cards as well as in the presentation and themes
Equality	Of Speaking time: Round 1 was structured but the conversation cards kept the conversation dynamic. People did not feel neglected or that others were talking too much.
Safety	Feeling heard: when is there a moment to share your complaints and fears? The citizen does not feel heard. It is not clear that stating your ideas for the future also contains stating your current problems.
Altruism	Listen: As there was too much going on - choosing between the patterns, having to know which conversation card you have to play, formulating your arguments – participants had a hard time listening. Also the facilitator had too much to do, to properly listen.
Openness	Let go of ego: The facilitator noticed that when participants went against own preferences, she started to defend herself.

2. Game elements

Parts	Round 1 was a good conversation starter, patterns helped the imagination and everyone knew what to do.
	Round 2, however, contained not enough structure. Participants did not know what to do and were puzzled what to say. Also the facilitator did not know how to steer them towards a conversation. Slowly, this round turned into an evaluation and on the end was not played at all.
Elements	There was too much stuff: the table became chaotic for everyone (participants and facilitator).
	There were too much conversation cards. The participants only used the "Brillendoekje" and the "Aanhaakkaart".
	Recommendation: "Kijk+luister kaart" is a card which participants wouldn't play so quickly. Only a facilitator would interrupt like that.
	Recommendations: introduce likes: sometimes you want to react on someone, showing that you agree with their statements, without having to add something. Then, the "Aanhaak kaart" is not suitable, as you don't want to interrupt or say more than I agree. Therefore, the participants pitched the idea of "likes" as something very universal. It does not need further explanation, it's as simple as liking something on social media.

	Flags: Pinning the flags per comment did not make clear that a comment was someone's. People forgot which colour they were.
	The game board was too big, but the scale too small. The aerial shot contained too much details and it didn't become more focused on the goal.
	The game board did not contain the 4 themes or other rules, as they were presented on the screen. While playing, however, nobody looks at the screen. If you want to have an overview of rules or spatial context near, it should be on the game board.
Patterns	Patterns should be more directed at Delft South. Now it becomes a general "hip" area.
	There were a lot of patterns! Hard to choose between the patterns while others already start. That does not contribute to the listening. Give time to read the patterns.

3. Spatial context

Input genera-tion	Proof of concept: discussion is context depended. As this group of participants didn't know the place, many comments were more general on how spatial development should take place, rather than specific interventions for this location.
Spatial themes	The content of the four themes were too much. Downsize it to the main points (where participants can influence on) and make it less technical.

IX PART I – PROTOTYPE 2.0

1. Prototype elements

Below: the new introduced element: the like
Below: round 2: contains now the reflecting on the chosen patterns and identifying opportunities and threats for the context of Delft South. The round was more structured, as everyone reflected on their own patterns, one by one. Participants could react or add up to each other's reflection.

Aside: only four interruption cards left, now with explanation
Aside below: the four themes with the scales, as they were printed on the game board: opportunities & threats 4x4 are filled in during. Everything participants needed to know, was visible on the game board. In the image on the right, one can see he upper-right corner of the playing board.
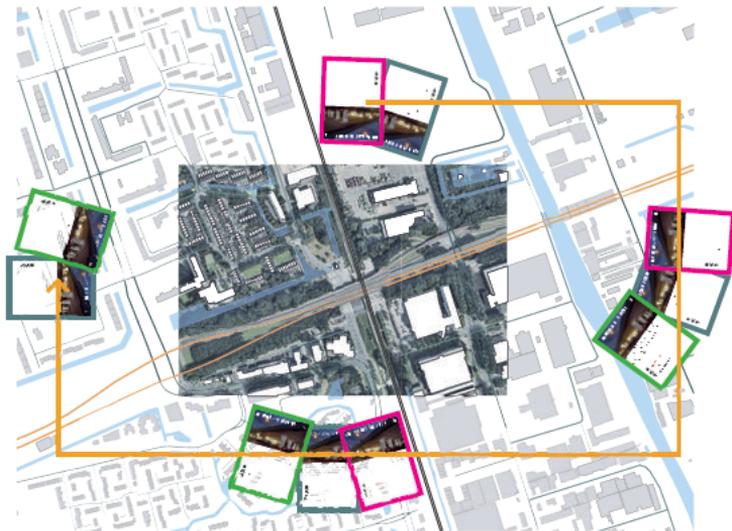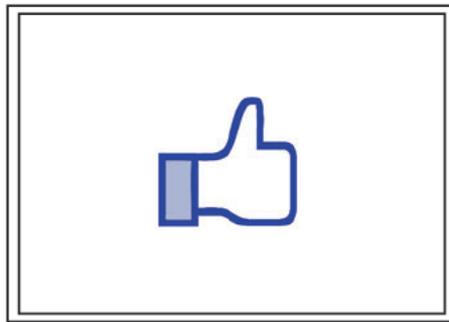
| REFLECTEREN OP BOUWSTENEN – RONDE 2 |

– DONKERE GLAZEN HEBBEN DIEPERE GRONDEN... –

Ben je het sluitend eens met iemand en heb je een goed idee om daar op aan te haken? Vul het aan met de aanhaakkaart!

– DE AANHAAKKAART –

Valt je op dat iemand erg stil is? Stille wateren hebben vaak diepe gronden! Vraag eens wat hij/zij er van denkt.

– DE VERREKIJKER –

Je ziet dat iemand iets probeert te zeggen, maar je snapt niet helemaal waarom hij of zij dat zegt. Verscherp de statements door 3 tot 7 keer waarom te vragen

– HET BRILLEN DOEKJE –

Praat iemand in complexe of juist vage termen of snap je niet wat hij of zij bedoeld? Vraag een brillendoekje voor verheldering.

OPGAVE

regio				
stad				
wijk				
straat				

IX   PART I – PROTOTYPE 2.0

2. Detailed evaluation

1. Dialogue Framework

Frames	Questioning of the frames: make clear goals but also the scope of the area we are talking about, which cannot be changed.
	For the participants, the goal of the game was not clear. Where do we come up with on the end? What are the different phases doing? Repeat repeat repeat.
Transparency	Be transparent about what you want to achieve with the game.
Information provision	Bigger picture: participants did not understand the urgency of the project. Why do we need 15.000 houses? When is this happening? They advised to make this clearer by stating first projects which will already start next year among others, to indicate the urgency of the conversation we're having.
Shared Language	The titles of the patterns were still too technical for many participants. Together with the images, the title should make in one eyesight clear what the pattern is about. Participant who studies Industrial Design: "For the patterns, apply the 3-30-300 rule. Only when you are interested, you can read more. But in the 3 seconds, it should be clear."
	The visual style was attractive, but sometimes a bit more explanation than just an icon - on the conversation interruption cards - would be a nice to have.
Equality	Different people different approach: a recommendation of a participant: as not all people think in such an abstract way, there should be a variety between abstract and concrete patterns.
Safety	Between the spatial presentation and the start of the round 1, there could be a small ice breaker again. The atmosphere is quite formal after the presentation, so something to make it more comfortable is welcome. "I felt comfortable to react on each other, it was a welcoming atmosphere".
	Playing the "donkere glazen hebben diepe gronden" felt not safe. This is a card only the facilitator could play.
Altruism	Show interest:: it was not clear why it was so important for me to hear their opinion. This could be emphasized more in order to really show interest in their opinion.
Openness	The conversation varied from making jokes and having fun to discussing serious topics. There was an open atmosphere and people could disagree without disrespecting another opinion.

2. Game elements

Dynam-ics	People corrected each other when not following the rules, the facilitator didn't have to interrupt and steer the conversation as much as the previous prototype test session.
Parts	Mostly in the second phase it was unclear who could start talking, participants were hesitant. Especially as the first round is so clear and structure and about a vague future, after that talking about your insecurities and problems is scary to start with. This round need some more structure and intuitive playing.
	Round 2 was already more structured than test session 1.0, but as named above, the contrast with round 1 was too big. Also the goal of this phase was not clear.
Stuff	Less stuff: the game board got a mess and participants could not oversee it all. Perhaps a flip-board or a standard could help to organize stuff. Also, the amount of things were to keep track of, has to be minimized.
	Storyboard: add small icons for car and train tracks, or indicate where certain functions are to make the map less abstract.
Patterns	Time to read helped to make a choice between the patterns
	Participants have to choose between too many things. Although already quite some patterns were left out, there were still too much patterns "Op een gegeven moment heb ik gewoon alle bouwstenen weggestreept die ik niet begreep. Tussen de overgeblevenen heb ik mijn uiteindelijke 4 gekozen."
	A sheet with all patterns could help to have a better overview to make a choice. And a booklet for all the patterns, now they were everywhere.

3. Spatial context

Input genera-tion	Do you have enough input so you can start the spatial design process? As after this session, the urban planner has to go to work. The spatial goal of the game should be clear and the urban planner has to guide towards this goal.
	The second round did not help in expressing current problems. But the participants also understood that the game should not have just a round of complaints, as that has no satisfactory end nor clear direction or goal. One participant proposed to limit that amount of comments about current problems and try to structure them in a certain way. Per comment you could here also have a stricter amount of time.

X   PART I – FINAL PROTOTYPE

1. Storyboard facilitator

Essence deriving from reserach:
Sincere, Share & Concern

Main goal game:
To facilitate a productive dialogue: a conversation that increases the mutual understanding between participants, In order to support the urban planner understand other realities and therewith, give meaning to the spatial design

Main goal urbanist:
Enrich problem statement of case and find new ideas, understand objectives of others

Main goal participant:
Learn about the multi-subjectivity setting and get insights in its complexity, be heard in a fair way

Main phase		*Instruction*	Welcome	Introduction	Urban context explanation	THE Workshopround 1 - The future
Name		*Instruction*	Inloop	Introductie + Even Voorstellen	Aanleiding	De (ver)gezichten
Phase goal		*Align on conversation rules and how to retrieve data with observer*	Comfort participants	Comfort participants, create a safe and open environment	Provide frames for the workshop today and have a common starting point about the problem	Create a safe and open environment where the multi-subjectivities is explored by stating one own's wishes and values
Lay public language goal		-	-	Het doel van de avond uitleggen en elkaar leren kennen	De aanleiding van het project duiden en in welke kaders we moeten werken, zodat we dat in het achterhoofd kunnen houden tijdens de workshop	Het delen van eenieders wensen en waarden over wat jullie voor openbare ruimte rondom Delft Zuid moet ontstaan. Wat betekent dat voor de atmosfeer van plek (de soort ruimte die ontstaat) en de bebouwing eromheen?
Duration	120	*30 min*	15 min	15 min	10 min	45 min
Time		*15:15*	15:45	16:00	16:15	16:25
Steps		*Explanation what to do by to observer (observer booklet)*	Welcome coffee & tea + Asking for consent	Short presentation + Ice breaker > invulling komt nog!	Short presentation + Short round of Q's	Explanation game + Mini-ice breaker: trying out the rules + Choosing your patterns, reading for yourself + Game round 1: explain the first two patterns you choose and why + Game round 1: explain the last two patterns you choose and why

	GAME			
Mini break	Workshopround 2 - The now	Wrap up	Informal talks	*Instruction*
Mini break	Even scherpstellen	Uitzoomen	Borrel	*Debrief*
	Create a safe and open environment where the multi-subjectivities is explored by stating one own's current realities of the place	Create a procedural justice climate by being transparant on (the first idea of) what is concluded (from my side) and explicit on the process after this session	Create a safe place to say things left unsaid	*Store retrieved data*
	Het delen van eenieders realiteit van de plek is: ik wil graag weten hoe jullie momenteel de plek ervaren, in problemen	De sessie samenvatten zodat je ziet wat wij mee naar huis nemen nu (later komt nog uitgebreidere terugkoppeling) en expliciet zijn over wat er hierna mee gebeurd	In een informele sfeer kun je nog eventuele gedachten delen	-
	30 min	5 min	10 min minstens	*30 min*
17:10	17:15	17:45	17 50	*18:00*
	Explanation this round, by doing it yourself + Starting this round: drawing the routes and sticking 2 pins per person: problems with place + Discussion: 2 minutes per pin: problems of place	What's discussed	Survey	*What is said in informal conversations & what was striking during the game*

X   PART I – FINAL PROTOTYPE

2. Game board

– HET OPTIEKEN SPEL –

DE KLIMAAT ADAPTIEVE STAD

a. Groen beschermen & verbinden in de stad
b. Een te warme stad tegen gaan
c. watermanagement
d. gezond klimaat in de stad

DE SOEPELE VERVOERSKNOOP

a. verbeteren regionale bereikbaarheid
b.
c. Beter en duurzamer bereikbaar Delft Zuid
d.

SPELER 1

SPELER 2

SPELER 3

Herman Gorterhof

Voorhof

Knuithuisweg

Tanthof Oost

LEGENDA
- projectkader
- spoor
- weg
- water
- functies - commercieel
- functies - educatie
- functies - bedrijvigheid
- functies - bijeenkomst
- functies - sport

52 | The Dialogue of the City

Pins: home, numbers for round 1, A+B for round 2

Participant boxes with likes, pins and conversation cards

Likes

Drawings on the game board

Pattern overview and the rest of the game elements

Chosen patterns in their rack

Conversation interruption cards

Participant place after playing

– DE EYE OPENER –

Ben je het sluitend eens met iemand, en heb je een goed idee om daar aan toe te voegen? Spreek je waardering en aanvulling uit met de eye opener.

– HET BRILLEN DOEKJE –

Praat iemand in complexe of juist vage termen of snap je niet wat hij of zij bedoelt? Vraag een brillendoekje voor verheldering.

Conversation interruption cards (digital): only for facilitator, not used

Table after playing

– DOOR EEN ANDERE BRIL –

Hoor e iemand erg veel praten en vraag je je af of er wel goed wordt geluisterd? Misschien moet hij of zij even wat beter luisteren en het door een andere bril bekijken.

– ZONNEBRIL AF IN GEZELSCHAP –

Val jou op dat iemand erg stil is en geen inkijk geeft in zijn ideeën? Stille wateren hebben vaak diepe gronden! Vraag eens wat hij/zij er van denkt.

Conversation interruption cards (digital): only for facilitator, not used

Table after playing

X   PART I – FINAL PROTOTYPE

4. Observant booklet page

The observant booklet was printed in A3, so there was enought space to write. Below are only the colloms depicted, to show in which categories and in which manner the observant could write down the comments made by participants. Left page is the table for the first round (future views with patterns) and right page is about the second round (current problems drew and pinpointed along the route).

ROUND 1 – DE (VER)GEZICHTEN

	Participant	1		
	Naam			
Bouwstenen	Beurt 1 - 1	Code	Focus	# L kes
	Beurt 1 - 2	Code	Focus	# L kes
	Beurt 2 -1	Code	Focus	# L kes
	Beurt 2 - 2	Code	Focus	# L kes
Opmerkingen	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			

ROUND 2 – "EVEN SCHERPSTELLEN"

Schrijf de participanten nummers bij de getekende routes!

	Pin nummer	Participant	Opmerking	Verwezen naar # pattern?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

<------- Chronologische volgorde notuleren

DE KLIMAAT ADAPTIEVE STAD

XL **de regio**	Groen beschermen & verbinden in de stad
L **de stad**	Een te warme stad tegen gaan
M **de wijk**	water management
S **de plek**	gezond klimaat in de stad

DE OVERSTAP MACHINE

	verbeteren regionale bereikbaarheid
	Barrieres oost-west slechten
	Beter en duurzamer bereikbaar Delft Zuid
	Je weg vinden naar het station

BEDRIJVIGHEID OM DE HOEK

XL **de regio**	Rond stations werk & wonen verste ken
L **de stad**	+10.000 arbeidsplaatsen
M **de wijk**	diversificatie functies
S **de plek**	levendigheid rond het station

WONEN BIJ HET STATION

	Verdichtingsopgave regio, +15.000 Delft
	Diversificatie woning aanbod
	Diversificatie woning aanbod
	koppelkansen Tanthof & voo hof

XII   PART I – SPATIAL PATTERNS

1. Overview (as given to participants on A3)

– EEN OVERZICHT VAN ALLE BOUWSTENEN –

DE KLIMAAT ADAPTIEVE STAD	DE OVERSTAP MACHINE	BEDRIJVIGHEID OM DE HOEK	WONEN BIJ HET STATION
MULTI-FUNCTIONEEL WATEROPVANG PLEIN	VOEG FUNCTIES TOE ONDER DE SNELWEG	ZZP HUIS MET ATELIER	MICRO WONINGEN
G1: KLIMAATREGELAAR ALS GEBRUIKSOBJECT	**M1: ESTHETISCHE INFRASTRUCTUUR**	**F1: MIX WERKEN EN WONEN**	W1: VERDICHTING
STRAAT MEUBILAIR MET PLANTEN	VERZONKEN FIETSENSTALLING	MIXEN VAN FUNCTIES	SLIM OPTOPPEN
KUNNEN SPELEN IN HET GROEN	LAGERE PARKEERNORMEN	PLEKKEN OM TE ONTMOETEN	BESTEMMINGLOOS BOUWEN
G2: FUNCTIONEEL GROEN	**M2: VERMINDEREN AUTOGEBRUIK**	**F2: OPENBARE ONTMOETINGSPLEKKEN**	W2: ADAPTIEVE BOUWEN
GROENE OPENBARE ACTIVITEITEN	VERVOERSMIDDEL DEEL PROGRAMMA'S	PUBLIEK TOEGANKELIJKE DAKEN	HYBRIDE STADSWONING
WANDEN MET VERTICALE TUINEN	MAKKELIJK JE WEG VINDEN	CLUSTER VOORZIENINGEN	KANGOEROEWONEN
G3: SFEERVOL GROEN	**M3: FIJNE LOOPROUTES**	**F3: FACILTEREN VAN WERKGELEGENHEID**	W3: DIFFERENTIATIE MONOTOME WIJKEN
BOMEN ALS COMFORT BIEDERS	LOOPROUTE ALS VERBLIJFRUIMTE	GOED BEREIKBARE FLEXPLEKKEN	THUISHUIS
GROENE ADERS	VERKEERSKNOPEN	PRETTIGE PUBLIEKE PLEKKEN	
G4: GROEN TOEVOEGEN EN VERBINDEN	**M4: TRANSPORT ORIENTED DEVELOPMENT**	**F4: LEVENDIGHEID VAN OPENBARE RUIMTE**	JOKER!
POCKET PARKS	VERDICHTEN OM HET STATION	TRAPPEN ALS ZITGELEGENHEID	

GROENE ADERS

Breid stedelijke groenstructuren uit tot een netwerk dat stad en land verbindt. Aan deze groene aders is het prachtig wonen. Denk aan landelijk wonen langs een vaart of stedelijk aan een singel.

G64: GROEN TOEVOEGEN EN VERBINDEN

POCKET PARKS

Pocket parks zijn kleine parkjes tussen de bebouwde omgeving. Ze bezitten groen en een plek om buiten te zitten of om te spelen voor mensen uit de buurt. Maar ze zijn ook een belangrijke schakel in ecologische routes.

WANDEN MET VERTICALE TUINEN

Het ziet er niet alleen erg sfeervol uit maar verticale tuinen bieden ook verkoeling en stormwater opvang, Kies voor een plant die veel CO_2 opvangt of voor een concept dat eetbare planten produceert.

G3: SFEERVOL GROEN

BOMEN ALS COMFORT BIEDERS

In de openbare ruimte zijn bomen belangrijke voor comfort te bieden voor mensen waardoor een plek ook levendiger wordt. Daarnaast maakt het grote pleinen minder leeg en bescherming bieden tegen elementen als auto's.

KUNNEN SPELEN IN HET GROEN

Maak groen multifunctioneel door het bespeelbaar te maken. Spelen in het groen is in mistens zo leuk als een speeltuin met een glijbaan. Hier kunnen kinderen hun verbeelding de vrije loop laten gaan.

G2: FUNCTIONEEL GROEN

GROENE OPENBARE ACTIVITEITEN

Combineer groen of waterdoorlatende grond met populaire activiteiten voor jong en oud zoals jeu de boules. Hejx voor het klimaat maar ook voor (gratis) sociale activiteiten in de stad voor bewoners.

MULTI-FUNCTIONEEL WATEROPVANG PLEIN

(Storm)water wordt plaatselijk opgevangen door waterpleinen. Net alleen draagt dat bij aan het klimaat in de stad voor groen. Straat meubilair met planten bedn verkoeling maar ook is het een aantrekkelijk (speel) plein zijn. Zo is de plek adaptief voor allerlei weers tusties.

G1: KLIMAATREGELAAR ALS GEBRUIKSOBJECT

STRAAT MEUBILAIR MET PLANTEN

Op plekken met veel asvalt is het warm en is er wateroverlast. Maar soms is er geen ruimte voor groen. Straat meubilair met planten bedn verkoeling en vangen water op naast dat het er sfeervol uit ziet en werkt als zitobject.

VERKEERSKNOPEN

Verkeersknopen zijn strategische punten in de stad met een intensieve focus op mobiliteit. Verschillende mobiliteitsvormen zijn gestapeld kruisingen stops openbaar vervoer en belangrijke paden voor fietsers en voetgangers.

M4: TRANSPORT ORIENTED DEVELOPMENT

VERDICHTEN OM HET STATION

Transport oriented development is een gemikt woon-werk milieu, die het gebruik van het openbaar vervoer intensiviseert. Het knooppunt is het centrum. Verder van het TOD is er geleidelijk weer een lage dichtheid.

MAKKELIJK JE WEG VINDEN

Men kan de route beter herkennen, lezen en bereiken. Dat komt niet alleen door de elementen die elk station heeft - typerende perrons en informatieborden maar ook bijzondere details in architectuur.

M3: FIJNE LOOPROUTES

LOOPROUTE ALS VERBLIJFRUIMTE

Door een looproute ook verblijfruimte toe te voegen wordt de route levendiger, toegankelijker voor ouderen en minder validen en komt er meer geleidelijke overgang tussen beweeg- en statische ruimte.

LAGERE PARKEERNORMEN

Door de verdichting van steden duurzaamheid als doelstellingen veranderende mentaliteit en nieuwe technologieën hebben steeds minder mensen een auto. Openbaar vervoer of deelopties moeten dan wel goed zijn.

M2: VERMINDEREN AUTOGEBRUIK

VERVOERSMIDDEL DEEL PROGRAMMA'S

Zoals de Hely Hub op de Schoemaker Plantaget hier deelt men niet alleen (elektrische) auto's maar ook elektrische fietsen en bakfietsen. Deze zijn via één app te gebruiken.

VOEG FUNCTIES TOE ONDER DE SNELWEG

Viaducten kunnen onprettig aanvoelen. Dit kan voorkomen door functies toe te voegen of de doorkijk te accentueren.
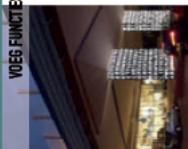
M1: ESTHETISCHE INFRASTRUCTUUR

VERZONKEN FIETSINSTALLING

Geen chaos door wild geparkeerde fietsen en overzicht kunnen houden op een plein maar veel evenveel vloeroppervlak kunnen gebruiken voor fietsparkeren.

PRETTIGE PUBLIEKE PLEKKEN

Maak publieke ruimte en voorzieningen van hoge kwaliteit als **verlengstuk** van de (kleinere) woning. **Afspreken** doe je bijvoorbeeld in een koffiebar waar je ook kunt laan of werken tot 's avonds laat.

F4: LEVENDIGHEID VAN OPENBARE RUIMTE

TRAPPEN ALS ZITGELEGENHEID

Een publieke plek hoeft niet per se een plein of park te zijn, ook **trappen** kunnen gemakkelijk omgetoverd worden als **prettige zitplekken** die de **levendigheid** aan een openbare ruimte toevoegen.

CLUSTER VOORZIENINGEN

In een na-oorlogse woonwijk zijn vaak **weinig functies** maar het heeft niet genoeg **draagkracht** voor een centrum. **Bundel** daarom meerdere organisaties onder één dak: kinderopvang, fysio en werk/ontmoetingsplekken.

F3: FACILITEREN VAN WERKGELEGENHEID

GOED BEREIKBARE FLEXPLEKKEN

Werkgevers zijn tegenwoordig **flexibel** en werken kan we overal. Het idee doen mensen dan dichtbij de plek waar ze moeten zijn of op een **prettig punt onderweg**. Oplossing flexplekken die dichtbij een mobiliteitsknoop zitten

---

PLEKKEN OM TE ONTMOETEN

Plekken waar men elkaar kan ontmoeten stimuleren de **interactie** tussen diverse groepen van mensen en faciliteren stedelijke **levendigheid**. Deze plekken **karakteriseren** een plek en zijn essentieel voor face-to-face contact.

F2: OPENBARE ONTMOETINGSPLEKKEN

PUBLIEK TOEGANKELIJKE DAKEN

Verdichting is geen excuus om **publieke ruimte op te geven**. Daken lenen zich voor **prettige publieke plekken** die wat meer privé zijn. Bovendien dragen ze bij aan het **klimaat** in de stad als ze **groen** zijn.

ZZP THUIS MET ATELIER

Wonen is **multifunctioneel** geworden. Behalve slapen en eten werken we ook steeds vaker thuis. Richt woningen daarop in. Of anderom zorg dat er in typische **werkruimte** ook **gewoond** kan worden.

F1: MIX WERKEN EN WONEN

MIXEN VAN FUNCTIES

Creër een mix van **wonen, werken** en voorzieningen op (minder zware) **bedrijventerreinen**. Door deze toevoeging worden deze vaak saaie omgevingen **levendiger** en **sociaal veiliger**.

JOKER!

KANGOEROEWONEN

Bouw een woning om tot kangeroewoning: **drie generaties onder één dak** in twee wooneenheden. Een win-win situatie de gezinsleden genieten van elkaars **nabijheid en zorg** met **behoud van hun privacy**.

W3: DIFFERENTIATIE MONOTONE WIJKEN

THUISHUIS

Bied de vergrijzende **bevolking** ruimte om in stationen te ontplooien hun woonomgeving aan te passen voor **collectieve woon-zorg combinaties**. Een Thuishuis en studentenhuis voor senoren is een voorbeeld.

BESTEMMINGLOOS BOUWEN

Bouw een duurzaam gebouw zonder vooraf **vastgestelde** bestemming 'hotel of werken. Zorgvuldig ontwerp meter saligebruik en **flexibiliteit** geeft het gebouw een uitgesproken identiteit waardoor het zon 200 jaar mee kan.

W2: ADAPTIEVE BOUWEN

HYBRIDE STADSWONING

Vrij indeelbare woning gemakkelijk aan te passen aan de woonwensen van de bewoners. De kern en gevel zijn **dragend** in plaats van de binnen-wanden. Dit geeft **flexibiliteit** en maakt **transformatie** makkelijker.

MICRO WONINGEN

Maak micro woningen voor degenen die aan een **kleine woning voldoende** hebben. De woonkamer wordt 's avonds slaapkamer. Direct buiten de deur zijn vele en goede voorzieningen en **aantrekkelijke openbare** ruimte ter compensatie.

W1: VERDICHTING

SLIM OPTOPPEN

Slimme verdichting kan positieve effecten hebben op de **levendigheid** van de stad zonder de stedelijke kwaliteiten aan te tasten. Extra woningen toevoegen kan de **woningmix** verbeteren en de **identiteit** van een blok versterken.

XIII   PART I – GAME SURVEY
1. Survey including indicating where framework concepts

EVALUATIE FORMULIER

rol: gemeente / bewoner / bedrijf / anders, nml: _____

Rating scale (columns): Volledig mee oneens | Oneens | Neutraal / Geen mening | Mee eens | Volledig mee eens

Introductie - welkom en doel workshop

Q1 • Het doel van de workshop was duidelijk
[frames - goal of the night]   ○ ○ ○ ○ ○

De ice-breaker

Q2 • Na de ice breaker had ik het gevoel dat ik de andere participanten een heb leren kennen
[safety - safe situation][altruism - empathy]   ○ ○ ○ ○ ○

Q3 • De ice breaker zorgde ervoor dat ik me op mijn gemak voelde om me uit te spreken over mijn wensen
[safety - safe situation][altruism - openness to present self]   ○ ○ ○ ○ ○

Presentatie aanleiding en stedelijke opgave

Q4 • Het doel van de middag was helder
[frames - goal of the night][frames - frame the case]   ○ ○ ○ ○ ○

Q5 • Door deze presentatie zag ik het probleem in een breder perspectief
[information provision - bigger picture]   ○ ○ ○ ○ ○

Q6 • Het kader (buitenruimte rondom Delft Zuid Station) waarbinnen we discussie gingen voeren was duidelijk
[frames - frame the case][shared language - being explicit]   ○ ○ ○ ○ ○

Q7 • De opgave waar Delft Zuid Station voor staat, was duidelijk: de presentatie heeft me geholpen om te focussen op een deel van het probleem
[frames - frame decisions][information provision - common starting point]   ○ ○ ○ ○ ○

Q8 • De vier thema's hielpen me om de opgave te structureren en in oplossingenrichtingen te denken
[frames - frame case][frame - frame decisions]   ○ ○ ○ ○ ○

Q9 • Ik had graag meer informatie gehad over de stedenbouwkundige situatie of de opgave van Delft Zuid
[information provision - common starting point]   ○ ○ ○ ○ ○

Q10 • De presentatie was te technisch voor mij, ik begreep niet altijd wat er gezegd werd
[shared language - no jargon][[information provision - common starting point]   ○ ○ ○ ○ ○

Ronde 1 - de (ver)gezichten - Delft Zuid in de toekomst

Q11 • Eerst zelf nadenken, voordat de discussie met anderen werd gestart vond ik fijn, omdathet mij geholpen heeft om te ontdekken wat ik zelf eigenlijk vind
[information provision - common starting point][equality - different people different approach]   ○ ○ ○ ○ ○

Q12 • Ik begreep niet alle begrippen op de bouwstenenkaartjes
[shared language - no jargon]   ○ ○ ○ ○ ○

Q13 • De afbeeldingen bij de bouwstenen waren illustratief en hielpen mij de bouwstenen begrijpen
[shared language - visual language]   ○ ○ ○ ○ ○

Q14 • De bouwstenen werkten als inspiratie om mijn wensen voor de toekomst uit te spreken
~~[openness] > creative thinking   ○ ○ ○ ○ ○

ZIE ACHTERZIJDE!

EVALUATIE FORMULIER (ACHTERZIJDE)

	Volledig mee oneens	Oneens	Neutraal / Geen mening	Mee eens	Volledig mee eens
Ronde 2 - even scherp stellen - de wijk nu					
Q15 • Ik had het gevoel dat ik alles kon zeggen wat ik wilde over mijn problemen met het gebied (ruimtelijke problemen) [altruism - listen][safety - safe situation]	◯	◯	◯	◯	◯
Q16 • Ik voel me gehoord [altruism - take comments seriously][safety - trust, in being treated fairly]	◯	◯	◯	◯	◯
Q17 • Deze ronde heeft me doen inzien, dat anderen misschien een andere blik op het probleem hebben. [openness - new perspectives][equality - everyone own truth][openness -	◯	◯	◯	◯	◯
De wrap up					
Q18 • Het was duidelijk wat er met de input gedaan gaat worden [transparency - what happens with input]	◯	◯	◯	◯	◯
Afsluitende vragen					
Q19 • De stedenbouwkundige/facilitator zorgde ervoor dat er gefocust werd op de gestelde opgave en ruimtelijke problemen [frame - scope]	◯	◯	◯	◯	◯
Q20 • Ik durfde alles te zeggen wat ik wilde [safety - safe situation]	◯	◯	◯	◯	◯
Q21 • Het spel zorgde voor een respectvolle samenwerking [safety - safe situation]	◯	◯	◯	◯	◯
Q22 • De conversatie interruptie kaartjes hielden het gesprek dynamisch [equality - time to speak][equality - different people different approach]	◯	◯	◯	◯	◯
Q23 • Het gebruik van het spel is een prettige manier om over de leefomgeving in gesprek te gaan [safety - safe situation]	◯	◯	◯	◯	◯
Q24 • Het spel motiveerde me om aandachtig te luisteren naar de andere participanten (ronde 1 en 2). [altruism - listen][altruism - show interest]	◯	◯	◯	◯	◯
Q25 • Er was te veel chaos in het spel, waardoor ik me niet kon focussen op wat er gezegd werd. ~~ Game Dynamics ~~	◯	◯	◯	◯	◯
Q26 • Ik miste aan de middag/hetspel: _____					

_____

_____

_____

Nogmaals hartelijk dank voor uw medewerking!

2. Survey results (all 6 participants filled in the survey)

EVALUATIE FORMULIER

rol: gemeente / bewoner / bedrijf / anders, nml: _____

Column headers (vertical):
- Volledig mee oneens
- Oneens
- Neutraal / Geen mening
- Mee eens
- Volledig mee eens

Introductie - welkom en doel workshop
- Het doel van de workshop was duidelijk — 3.5

De ice-breaker
- Na de ice breaker had ik het gevoel dat ik de andere participanten een heb leren kennen — 3.8
- De ice breaker zorgde ervoor dat ik me op mijn gemak voelde om me uit te spreken over mijn wensen — 3.8

Presentatie aanleiding en stedelijke opgave
- Het doel van de middag was helder — 3.7
- Door deze presentatie zag ik het probleem in een breder perspectief — 3.8
- Het kader (buitenruimte rondom Delft Zuid Station) waarbinnen we discussie gingen voeren was duidelijk — 3.2
- De opgave waar Delft Zuid Station voor staat, was duidelijk: de presentatie heeft me geholpen om te focussen op een deel van het probleem — 3.8
- De vier thema's hielpen me om de opgave te structureren en in oplossingenrichtingen te denken — 3.8
- Ik had graag meer informatie gehad over de stedenbouwkundige situatie of de opgave van Delft Zuid — 2.7
- De presentatie was te technisch voor mij, ik begreep niet altijd wat er gezegd werd — 1.2

Ronde 1 - de (ver)gezichten - Delft Zuid in de toekomst
- Eerst zelf nadenken, voordat de discussie met anderen werd gestart vond ik fijn, omdathet mij geholpen heeft om te ontdekken wat ik zelf eigenlijk vind — 4.2
- Ik begreep niet alle begrippen op de bouwstenenkaartjes — 1.8
- De afbeeldingen bij de bouwstenen waren illustratief en hielpen mij de bouwstenen begrijpen — 4.2
- De bouwstenen werkten als inspiratie om mijn wensen voor de toekomst uit te spreken — 4.2

EVALUATIE FORMULIER (ACHTERZIJDE)

column headers (rotated):
- Volledig mee oneens
- Oneens
- Neutraal / Geen mening
- Mee eens
- Volledig mee eens

Ronde 2 - even scherp stellen - de wijk nu

- Ik had het gevoel dat ik alles kon zeggen wat ik wilde over mijn problemen met het gebied (ruimtelijke problemen) — 4.0

- Ik voel me gehoord — 4.0

- Deze ronde heeft me doen inzien, dat anderen misschien een andere blik op het probleem hebben. — 2.5

De wrap up

- Het was duidelijk wat er met de input gedaan gaat worden — 3.2

Afsluitende vragen

- De stedenbouwkundige/facilitator zorgde ervoor dat er gefocust werd op de gestelde opgave en ruimtelijke problemen — 3.8

- Ik durfde alles te zeggen wat ik wilde — 4.7

- Het spel zorgde voor een respectvolle samenwerking — 4.7

- De conversatie interruptie kaartjes hielden het gesprek dynamisch — 3.2

- Het gebruik van het spel is een prettige manier om over de leefomgeving in gesprek te gaan — 4.5

- Het spel motiveerde me om aandachtig te luisteren naar de andere participanten (ronde 1 en 2). — 4.7

- Er was te veel chaos in het spel, waardoor ik me niet kon focussen op wat er gezegd werd. — 2.0

- Ik miste aan de middag/hetspel:
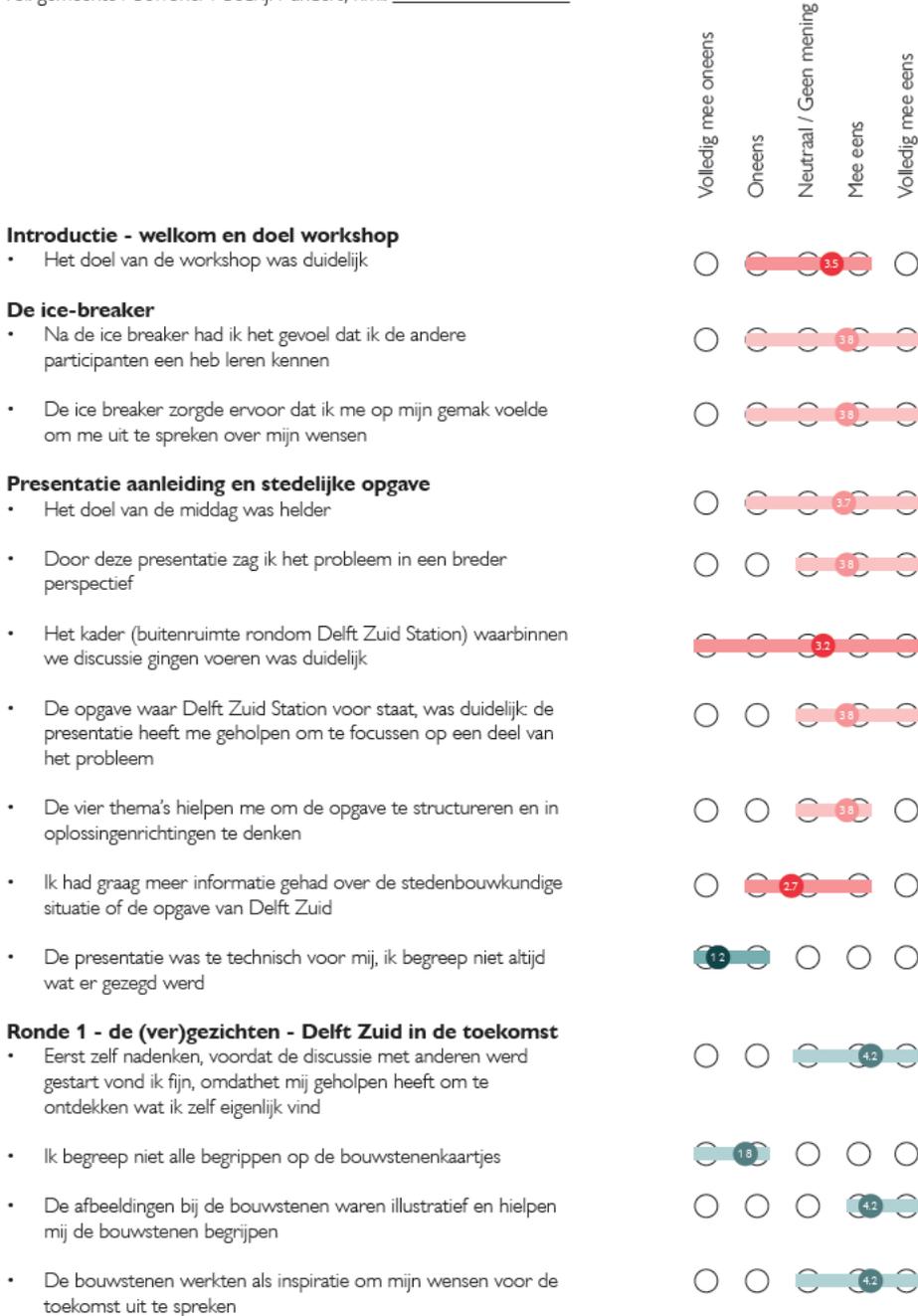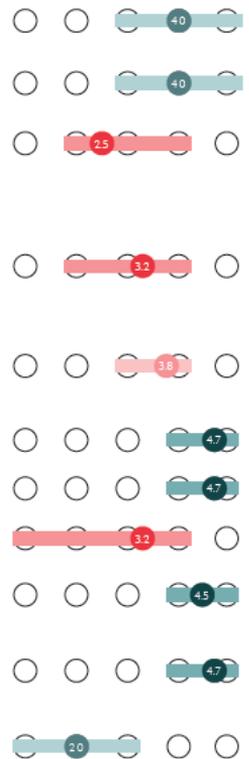 ____pp1: hoe mijn input uiteindelijk terug komt in ontwerp_____
  ____pp2: een eindsituatie, hoe sluit je het spel af? Kortom wat is het resultaat van het spel?_____
  _____

LEGEND

- bandwidth answers participants
- (4.7) average answer participants
- evaluated by author: bad score, relating to constructs
- evaluated by author: good score, relating to constructs

XIV   PART I – PARTICIPANTS SUMMARY

HET OPTIEKEN SPEL – PARTICIPANTEN SAMENVATTING

Op 1 juli 2019 is de eerste versie van het Optiekenspel in Buurthuis het Voorhof met verschillende bewoners, gemeente en stedenbouwkundigen gespeeld. Dit spel heeft als doel om de wensen van de verschillende actoren en bewoners te leren kennen en zo als input voor stedenbouwkundig ontwerp te dienen.

Na een introductie en presentatie over de stedenbouwkundige context, startte ronde 1: de vergezichten. Hier bespraken we welke toekomstbeelden en/of oplossingsrichtingen door de ogen van participanten bij de stationsomgeving van Delft Zuid zouden passen. Dit werd gedaan aan de hand van illustratieve bouwstenen welke enerzijds een meer generieke oplossingsrichtingen weergaven en anderzijds twee concretere oplossingen schetsen. Deze vielen binnen de vier themas die geschetst waren in de presentatie: de klimaatadaptieve stad, de overstap machine, bedrijvigheid om de hoek en wonen bij het station.

Op deze manier werd er een toekomstbeeld van de stationsomgeving van Delft Zuid geschetst, zonder conclusies te trekken over ontwerp ingrepen. De oplossingsrichtingen dienen als input voor de stedenbouwkundige (in dit geval voor het afstudeerproject van Anne van Bergen) en te leren over de wensen en waarden van de participanten.

In een tweede ronde - "scherpstellen" genaamd - gingen we weer terug naar de realiteit: welke huidige dingen spelen in de buurt en waar moet absoluut rekening mee gehouden worden in volgend ontwerp. Dat konden problemen zijn zoals vervelende routes of het gemis van groen, maar ook kansen die participanten zagen in de wijk. Aan de hand van 2 pinnetjes op de kaart konden de participanten toelichten waar deze problemen of kansen zich voordoen. Dit was wederom belangrijke informatie voor de stedenbouwkundige om mee te nemen in het ontwerp en zorgde ervoor dat zij het dagelijkse gebruik van Delft Zuid van de de participanten beter leerde kennen.

Deze samenvatting geeft een overzicht van wat er is gezegd in de twee verschillende rondes en een prioritering voor ontwerp Dit is echter nog niet de definitieve ontwerpopdracht voor Delft Zuid Station, aangezien ook nog andere ruimtelijke factoren en input van andere stakeholders mee wegen voor ontwerp. De samenvatting dient wel als een belangrijk Programma van Wensen waar de stedenbouwkundige mee ontwerpt.

Dan zou ik jullie nogmaals hartelijk willen bedanken voor jullie input en enthousiasme, die is ontzettend waardevol voor het ontwerpproces! Mocht je nog vragen hebben of suggesties, schroom niet om contact op te nemen.

Voorbeeld van bouwsteen
Generieke oplossingsrichting met themacode "G1 klimaatregelaar als gebruiksobject" en twee concetere ontwerpoplossingen "multi-functioneel wateropvang plein" en "straatmeubilair met planten"

DE KLIMAAT ADAPTIEVE STAD

DE SOEPELE VERVOERSKNOOP

BEDRIJVIGHEID OM DE HOEK

WONEN BIJ HET STATION

MULTI-FUNCTIONEEL WATEROPVANG PLEIN

: KLIMAATREGELAAR ALS GEBRUIKSOBJECT

STRAAT MEUBILAIR MET PLANTEN

KUNNEN SPELEN IN HET GROEN

G2: FUNCTIONEEL GROEN

GROENE OPENBARE ACTIVITEITEN

WANDEN MET VERTICALE TUINEN

G3: SFEERVOL GROEN

BOMEN ALS COMFORT BIEDERS

GROENE ADERS

G4: GROEN TOEVOEGEN EN VERBINDEN

POCKET PARKS

SAMENVATTING RONDE 1 – DE VERGEZICHTEN

In deze samenvatting is er elke keer aangeven hoe vaak een bouwsteen gespeeld is door middel van een vinkje. Afhankelijke van de voorkeur en focus van de participant, is het vinkje geplaatst bij ofwel de generieke oplossingsrichting of de concrete oplossing. Als bouwstenen niet zijn gebruikt, zijn ze doorzichtig op de achtergrond weergegven. Daarnaast is aangegeven of medespelers het spelen van deze bouwsteen ook leuk vonden met een like. Of als men een oplossing niet passend vond, een dislike.

De klimaat adaptieve stad
Er is veel gesproken over groen rondom Delft Zuid station en de wijken eromheen. Delft Zuid oogt groen, maar participanten gaven aan dat je niet heel veel met dat groen kan: je kan er niet fijn door heen struinen en het biedt geen plekken om er tussen te zitten of er gebruik van te maken.

Kansen werden gezien in de verbinding met het buitengebied zoals het Abtwoudse bos. Deze routes zouden niet alleen een goede ecologische route moeten zijn, maar ook een prettige route zijn voor zijn gebruikers.

Nou bij G1 vind ik het wel heel erg leuk om vanuit een ontwerp opgave te denken. En niet zo zeer vanuit een verplichting dat er ergens iets aan bergingscapaciteit / groen gedaan moet worden, maar groen leidend in je ontwerp maken. Maak er iets leuks van, een plein met berging.

+F4
Ik had G3, sfeervol groen. En daarbij had ik vooral de focus op bomen als comfortbieders. Een beetje wat jij ook zei, die hippe dingen, daar heb ik ook niet zo heel veel mee, die wanden met verticale tuinen. [...] nou ja bijvoorbeeld als je op de campus kijkt, daar kun je.. daar ga je heel makkelijk gewoon ergens in het Mekelpark op het gras zitten, maar wanneer ik hier bij mijn huis kijk, dan niet zo.

Ik dacht juist, daar gaat het richting Abtswoude en omdat we het hadden over groen verbinden. En eigenlijk zou je dat als skeelerroute of wat dan ook juist door kunnen zetten richting dat park

En het groen is denk iets wat we in Delft wel hebben, maar dat het heel gesegregreed is van waar mensen echt zijn. Zoals je die grote dreven hebt, dat is natuurlijk... dat oogt heel groen. Maar het voelt niet als een plek om te zijn. En denk dat je dat, met meer aders waar je meer doorheen kan lopen, of pocketparks die ook werden genoemd. Dat dat hele leuke oplossingen zijn, voor dat probleem.

De soepele vervoersknoop

Het meest besproken thema ging over mobiliteit. Delft Zuid is goed bereikbaar door het treinstation waar in de toekomst meer treinen per uur gaan rijden, maar nadat men uit de trein stapt, is men de weg kwijt. Er is geen opgvolgvervoer en de paden zijn onduidelijk aangegeven en slecht onderhouden. Daarnaast is het een chaos bij het fietsparkeren en onduidelijk hoe je met de auto bij het station komt.

In een nieuw ontwerp moet de focus komen te liggen op fietsers en voetgangers door het simplificeren van fiets- en voetpadstructuren en ze prettiger te maken (veiliger en meer zit gelegenheid). Voor mensen die geen eigen fiets hebben op Delft Zuid of als hun volgende bestemming te ver is om te lopen, moeten er verschillende mobiliteitsoplossingen zijn. Naast een busverbinding zou er ook gedacht kunnen worden aan mobiliteit deelprogramma's. Dit is een vereiste voor als de nieuwe bebouwing een lagere parkeernorm krijgt: dan moeten er wel genoeg andere mobiliteitsvoorzieningen zijn voor die nieuwe bewoners. Ook om te voorkomen dat de huidige bewoners die gratis voor de deur kunnen parkeren, overlast krijgen van de nieuwe gebruikers en bewoners.

En ik vind M1 heel leuk omdat het een gebied heel interessant zou kunnen maken, zonder daar heel uitgebreid in te grijpen, of heel functioneel plekje voor plekje in te delen, maar dat je gewoon denkt, van goh, hier past het leuk, en dan wordt het er ook levendiger van.

Ik moest echt altijd iedereen gaan ophalen die me kwam bezoeken. Als je aankomt dan heb je echt geen idee waar je heen moet.

Ik denk dat jij bijvoorbeeld kijkt naar hoe kom ik van Delft Zuid naar de campus wat waarschijnlijk een interessante route is die heel veel mensen nu ook al lopen. Hoe maak je dat meer dan slechts een recht stuk asvalt. Hoe moet dat overbrugd worden

Nou ik vind het lastig dat het station zoals nu is, dat heeft niet alleen dat je niet weet hoe je er verder moet, maar er is daar ook echt helemaal niets. Er is geen opvolgend transport, dus ik had M4, de verkeersknoop.

VOEG FUNCTIES TOE ONDER DE SNELWEG

M1: ESTHETISCHE INFRASTRUCTUUR

VERZONKEN FIETSENSTALLING

LAGERE PARKEERNORMEN

M2: VERMINDEREN AUTOGEBRUIK

RVOERSMIDDEL DEEL OGRAMMA'S

MAKKELIJK JE WEG VINDEN

M3: FIJNE LOOPROUTES

LOOPROUTE ALS VERBLIJFRUIMTE

VERKEERSKNOPEN

M4: TRANSPORT ORIENTED DEVELOPMENT

VERDICHTEN OM HET STATION

ZZP HUIS MET ATELIER

F1: MIX WERKEN EN WONEN

MIXEN VAN FUNCTIES

PLEKKEN OM TE ONTMOETEN

F2: OPENBARE ONTMOETINGSPLEKKEN

PUBLIEK TOEGANKELIJKE DAKEN

CLUSTER VOORZIENINGEN

F3: FACILITEREN VAN WERKGELEGENHEID

GOED BEREIKBARE FLEXPLEKKEN

PRETTIGE PUBLIEKE PLEKKEN

F4: LEVENDIGHEID VAN OPENBARE RUIMTE

TRAPPEN ALS ZITGELEGENHEID

SAMENVATTING RONDE 1 – DE VERGEZICHTEN (VERVOLG)

Bedrijvigheid om de hoek

Bij het thema over de mix van wonen en werken en het toevoegen van functies, ging het voornamelijk over hoe het gebied levendiger gemaakt kan worden door meer opties voor activiteit in de openbare ruimte toe te voegen. De levendigheid van het plein is hetgeen wat het meest aangepakt moet worden en participanten zagen hier ook kansen om dat te koppelen aan de vergroeningsopgave. Participanten merkten op dat als je een gezellig plein wilt maken, dat het dus ook niet te groot moet zijn. Een kadering door bebouwing, straten en andere ingrepen is van belang.

Verder zagen participanten kansen om aan deze plek, met zijn (toekomstig) goede bereikbaarheid, functies toe te voegen als flexibele werkplekken.

Ik zou gaan voor F2, plekken om te ontmoeten. Publieke toegankelijkheid van daken, nou goed, dat moet maar net lukken. Maar plekken om te ontmoeten, valt goed samen met F4, ook daar denk dat je gebied valt of staat met levendigheid, reuring, de behoefte van mensen om ergens naar toe te gaan, anders dan functioneel op een trein stappen

Ik heb voor F3, goed bereikbare werkplekken gekozen. Want je moet volgens mij dat daar wel iets moet gaan gebeuren daar op Delft Zuid. Want anders heb je daar helemaal geen reden om naar toe te gaan. Tenzij je naar de trein moet natuurlijk. [...] Maar stel je voor ik wil niet helemaal naar huis maar ik wil nu nog even wat doen, of ik denk van goh, er komt iemand uit Rotterdam en we spreken daar af, en ik moet daarna weer naar Den Haag en... Ja bij Den Haag Centraal is natuurlijk net verbouwd, en daar zit ook zo'n Huiskamer en dat werkt hartstikke leuk. En daar kan je dus heel goed afspreken als je vanaf twee kanten komt.

En mijn keuze is levendigheid van openbare ruimte, F4. Omdat ik hou ook wel heel erg van eventjes met iemand een wandeling maken voor een klein praatje. En dan moet je wel de mogelijkheid hebben om ergens te gaan zitten en niet op een stoeprand.
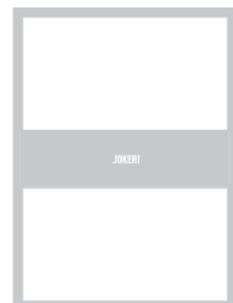
+M3

Wonen bij het station

Het minst besproken thema was "wonen bij het station". Als er over wonen werd gesproken ging het vooral over hoe nieuwe woningen zouden moeten aansluiten bij de huidige sfeer en woningvoorraad van Delft Zuid. Het is nu goedkoop wonen in Voorhof en Tanthof, en het zou jammer zijn als die huurprijzen ook sterk meestijgen met het segment van de nieuwe beoogde bewoners.

Participanten zagen ook kansen om de wijken Voorhof en Tanthof beter te verbinden, met elkaar maar ook met het Schieoevers gebied, en daarmee ook meer te laten openen naar de straten toe. Op bijvoobeeld de Vulcuanusweg zou dat ook kunnen bijdragen aan een meer veilig gevoel op straat.

Deze wijk [Voorhof] is eigenlijk op zichzelf gebouwd en bedacht, en daarbinnen heb je dan een soort van leuke hoekjes en dingetjes, met wat woningen, en die flats hier die worden echt als een soort afsluiters gebruikt. Dan is hier het einde en hier is een fietspad waar je langs kan, als je naar het station wilt, maar het is helemaal afgesloten.

MICRO WONINGEN

W1: VERDICHTING

SLIM OPTOPPEN

BESTEMMINGLOOS BOUWEN

W2: ADAPTIEVE BOUWEN

HYBRIDE STADSWONING

KANGOEROEWONEN

W3: DIFFERENTIATIE MONOTOME WIJKEN

THUISHUIS

JOKER!

SAMENVATTING RONDE 2 – SCHERPSTELLEN

In deze ronde werden de dagelijkse problemen of eigennaardigheden van de plek door de participanten gedeeld. Maar ook kansen waar in een volgend ontwerp rekening mee gehouden moet worden. De comments zijn in deze samenvatting gebundeld en worden van Oost naar West besproken:

1.   Onveilige route (verkeer):
Route langs de Voorhofdreef voelt onveilig of men moet lang wachten voor een stoplicht. Route langs Vulcanusweg kan men lekker doorfietsen

2.   Onveilige route (sociale veiligheid)
Route langs Vulcanusweg is sneller maar voelt savonds erg onveilig: de flats staan met de rug naar de weg gekeerd en aan de andere kant is er, op de Moskee na, savonds geen activiteit
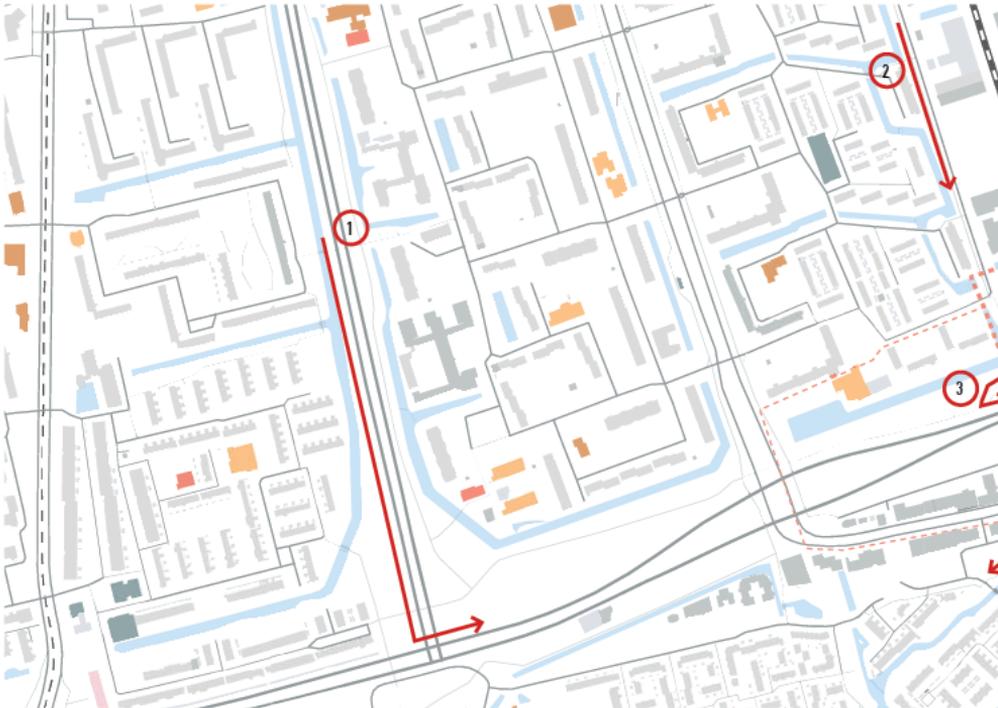
3.   Onlogische routes en wirwar van fietspaden
Participanten gaven aan om hier het trappetje voor voetgangers te nemen voor de fiets. Ook verderop is wederom een wirwar aan fietspaden die rare bochten maken.

4.   Geen opvolging in transport
Je komt op Delft zuid aan, en dan? Er is geen opvolgend transport en je kan alleen verder door te lopen of als je opgehaald wordt. Het is dan ook totaal onduidelijk welke kant je op moet lopen

"... omdat ik voelde me op die weg altijd het meest onveilig en dan fietste ik altijd het allerhardst snachts naar huis omdat je bij beide kanten niets hebt."

"Een pin staat echt op het station en dat heeft het er inderdaad mee te maken dat het - nou ja ik moet er dan zijn maar als ik vanuit daar verder moet dan wordt het lopen of je moet toevallig een fiets hebben of opgehaald worden. Dus het voor en na transport is heel erg beperkt."

5. Chaotisch fietsparkeren

Het parkeren van je fiets kan het snelste boven op de Kruithuisweg maar hier sta je langs een snelweg en er is nooit plek. De andere plekken beneden hebben ruim genoeg plek maar daarvoor met je ver omfietsen en liggen ver van het perron.

6. Ongezellig plein

Een stenig plein waar niets te doen is en waar je wegwaait. Er is geen beschutting noch activiteit.

7. Onduidelijke routes richting Tanthof

Er is geen (visuele) koppeling naar de wijk Tanthof

8. Kansen om (groene) route door te trekken naar buitengebied

De verbinding langs het spoor naar het groene gebied is er wel, maar nog niet duidelijk aangegeven noch een mooie route. Terwijl dit een mooie bestemming zou kunnen zijn na het uitstappen bij Delft Zuid.

9. Veel bochten naar nieuwe TU route

Participanten vroegen zich af hoe de nieuwe route naar de TU via de nieuwe brug vorm gaat krijgen. Het leek wederom een route te worden met veel gekke bochten.

CONCLUSIE

De prioritering van de vier thema's, inclusief focuspunten, zijn als volgt:

1. De soepele verkeersknoop:
a. Nadruk op fietsen en voetgangers: simplificeren huidige fiets- en voetpadstructuren.
b. Logica fiets parkeren rondom het station
c. Sociaal veilige routes
d. Opvolging mobiliteit na/voor uitstappen op station Delft Campus
e. Meekoppel kansen van groene routes
f. Lage parkeernormen met oplossingen voor huidige bewoners

2. De klimaat adaptieve stad
a. Groene routes naar buitengebied
b. Functioneel groen: het kunnen gebruiken van of naast/in het groen kunnen zitten
c. Multifunctionele klimaat adaptieve oplossingen zoals waterpleinen of wateropvang in groenbakken waar je ook op kan zitten

3. Bedrijvigheid om de hoek
a. Levendigheid van het plein: het creeren van reuring en een reden om er naar toe te komen.
b. Kaderen van het plein

4. Wonen aan het station
a. Type woningen moet aansluiten bij huidige voorraad en sfeer
b. Kansen om wijken (Voorhof & Tanthof) te verbinden en meer te openen naar de straten

Dit zijn de hoofdpunten die in deze participatie sessie naar boven zijn gekomen, maar er zijn natuurlijk nog veel andere factoren die meewegen in het stedenbouwkundig ontwerp. Zoals de ruitemelijke analyse, de vele andere belangen van andere stakeholder en economische argumenten. Deze hoofdpunten maken dus nog niet de defnitieve visie voor het ontwerp van de plek, maar zullen wel als belangrijke input meegenomen worden.

– HET OPTIEKEN SPEL –

| PARTICIPANTEN SAMENVATTING |

XV   PART O – POSITION PAPER
1. Position Paper, as written on 29-07-2019

50 years after Arnstein's participation ladder: where is it at today?
As part of the Graduation Thesis Msc Urbanism + Msc Science Communication
Position Paper
Anne van Bergen
29.07.2019

Not more, but better conversations

As far back as 1969 Arnstein criticised the different citizen participation strategies by ranking them on her famous *ladder of participation* (Arnstein, 1969). This ladder ranked the power citizens *actually* had in the process. She proposed a new and fairer relationship with the public, with greater transparency in how much influence they have. Now, 50 years later, collaborative planning is impossible to ignore in modern decision-making in the Netherlands and will be institutionalized by a new planning act in 2021 (Omgevingswetportaal, 2017). Citizens are increasingly asked to think along about a variety of topics, including changes in their immediate living environment. With citizen participation, the government aims to contribute to better quality solutions to spatial and social issues and tries to build societal support (Bleijenberg, 2014).

Within these participatory processes, face-to-face contact is currently indisputably the most used method (Bartels, 2012). Although the emphasis lays on more conversations, it is still not clear how that interaction actually should take place and how that contributes to better solutions and to strengthen mutual trust (Aarts, 2015). Despite the increase in attention for citizen engagement, the actual interaction between citizen and urban planner has not been studied extensively.

It is not surprising that urban planners and public officials are ignorant in facilitating and having these conversations. Conversations in collaborative planning often contain topics in which the various actors and citizens differ in opinion. And usually people find it difficult to have a conversation with people with a divergent opinion (Sennett, 2012). We either avoid dissenters or try to conform them to our point of view and therefore, most of us lack the skills to have a constructive conversation with people who think differently. This makes participatory processes complicated, as the initiators often focus on consensus and the aim to achieve consensus easily leads to implicit pressure to conform divergent opinions (Turnhout, Bommel, & Aarts, 2010). Diversity in perspectives is thus suppressed and the consensus ends in a moderate middle way .

Dealing with dissenters: the multi-subjectivity setting as central point in conversations
This position paper argues for a different approach for collaborative processes in complex urban redevelopment: where differences are seen as valuable instead of threatening and are put as the central point of the conversation. This dialogical approach is an exploration of different points of view in order to come up with new ideas. The approach of the dialogue is therefore not to stop a decision, to be right or to express one's own truth. Only by exploring the problems with each other, taking into account each other's wishes, interests and pain points, and by respecting others' knowledge and experiences, complex problems are solved (van der Specht, 2012). People do not have to agree, but learn to understand each other (empathy).

This process of exploring different views is a process of social learning where people give meaning to reality (Aarts, 2015). Everyone has their own reality, and only by exploring those different realities we can find an approach to a shared reality, which is formed by conversation. And vice versa: the way in which meaning is given to a situation forms the conversation, and subsequently influences what happens next in reality. As Ford explained "Realities are constructed and maintained in and through conversations" (1999, p. 483). By means of framing and reframing, participants form a new approximation to reality.

That means a different objective for participatory processes: instead of looking for conformation on own views and trying to conform divergent opinions, it is actively learning from a multi-subjectivity setting in order to make well-considered design choices. The conversation serves as input for the urban designer and through exploration of realities, new solutions are developed.

Next to that, through understanding of each other's realities, an understanding of one's reasoning emerges. If participants are honestly included and planners have been transparent about how choices have been made in this multi-subjectivity setting, people find the procedure more important than the outcome, a concept called procedural justice (Lind & Arndt, 2016).

Legitimacy of decisions and the new role of the urban planner
The exploration of realities in participatory conversations means a different attitude from the spatial planners/designers: open to new ideas and opinions and facilitate learning. In which it is essential that the designer puts his own opinion aside and hears the participants out. This is difficult, as designers create professional opinions through research and experience, which causes them to identify with their own ideas. So when someone who disagrees with their ideas, it feels like an attack on their identity (expert interviewee (NA)). The first reaction to participatory processes from a planner's perspective is to be scared of losing autonomy, feeling as if others will decide for them. Thus, overcoming the idea of knowing best is a challenge for planners.

However, it is precisely the explorative setting that emphasises a clear role for the professional designer and the aspects he adds. Being the translator of the various realities, in words and visual language. To depict, articulate and bring concepts and ideas together. And most of all, making design choices within the complexity of the various realities. Especially where people can no longer make their own decisions because things get too complex or simply fall outside their level of knowledge.

As a professional adding technical knowledge and being able to integrate all different domains involved. There, the urban planner can contribute to the design process, as Bridger or Translator of realities and ideas.

Moreover, because of the exploration of the multi-subjective setting, it also becomes clear to the urban planner who he is designing for, instead of acting solely out of personal values and preferences. Participatory processes bring out the oddities, implicit needs and user-perspectives specific for the design context. This increases legitimacy for the choices made.

This new role of bringing other's ideas together, does not mean losing the designer's distinctive knowledge, experience and skills. Instead it means that the designer becomes more aware of these distinctive skills. Willing to discuss, reflect upon those skills and being open to transformation of ideas, that is what characterises a good designer. Therefore this paper argues for a Bridger role for the urban planner; bridging realities, ideas and new found solutions.

The relational approach
The new role of urban planner does not contain being a protectionist of own ideas anymore, but an open and equal conversation partner, enabling a far more relational approach with the public. In a relationship honesty, transparency and empathy are basic values. They should be the basis of the participatory conversation as well: honesty about what is up for discussion and what happens with the comments; transparency about the decision making process and how other actors influence the decisions; and empathy for the different realities all participants have. Likewise, being honest with each other also means not avoiding confrontation: in a relationship one should be honest when disagreeing.

When advancing participatory conversations with a relational perspective, flaws in the current interaction between urban planners and citizens are exposed. As mentioned in the introduction, the focus on consensus leads to conformist behaviour, while in a relationship forcing each other to comply to one's ideas would be insulting. Just as in a relationship one would not hold information back about aspects necessary to make a decisions.

The participatory conversations must guide the urban planner in making a considered design, not the other way around. Conversations should be a part of getting towards a better design and not a goal in itself. The exploration of the various values is therefore more realistic than seeking for consensus in an unfamiliar group of people. Appeasing people does not contribute to a healthy relationship. On the contrary, stating things as they are and being honest about what happens with contributions adds to mutual trust and understanding. In this way, in the conversations participatory process both parties are treated more fairly and an open atmosphere is created.

In the proposed role and approach, participation becomes a mutual learning process, based on dialogue principles and driven by the design process. Central in the approach are learning from each other's perspectives, knowledge and ideas, which requires a reflective and adaptive attitude from urban planner. The role of the urbanist is to facilitate the dialogue by proposing design solutions, translating the input from participants into an integrated design, not afraid to show professional knowledge and skills - keeping an eye on the greater good and technical details - but with an open mind to learn from other perspectives as well.

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